DOCUMENT RESUME

ED 179 482 SO 012 211

TITLE	Selected Bibliography of Egyptian Educational Materials. Vol. 4, No. 2, 1978.
INSTITUTION	Al-Ahram Center for Scientific Translations, Cairo (Egypt).
SPONS AGENCY	National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
REPORT NO	TT-78-59141/2
PUB DATE	79
NOTE	89p.; Not available in paper copy from EDRS due to poor reproducibility; For a related document, see ED 170 201
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Arabic; Arabs; *Comparative Education; *Developing Nations; Early Childhood Education; *Educational Development; Educational Legislation; Educational Objectives; Educational Philosophy; *Educational Programs; Educational Trends; Elementary Secondary Education; Higher Education; Illiteracy; Literacy Education; Religious Education; Special Education; Teacher Education; Universities; Vocational Education
IDENTIFIERS	Egypt

ABSTRACT

This bibliography contains 119 English language annotations of newspaper articles and government publications from Egypt on the topic of education. All of the items were published in 1978. Annotations are categorized by topic. Fifty topics are listed, including Arabic language, basic education, educational legislation, examinations, home economics, illiteracy, pre-primary school education, primary school teachers, religous education, technical schools, text books, and youth education. An author index and a list of periodical sources concludes the document. (DB)

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ED179482

TT 78-59141/2

SELECTED BIBLIOGRAPHY OF EGYPTIAN EDUCATIONAL MATERIALS

Vol. IV, No. 2, 1978

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Prepared Under the Special Foreign Currency Program of the U.S Office of Education, Department of Health, Education and Welfare and Published Pursuant to an Agreement with the National Science Foundation, Washington, D C. by the Al-Ahram Center for Scientific Translations.

Cairo, Egypt

1979

Sp 012 211

Compiled by the Agency of Educational Documentation and Information

Cairo

1979

CONTENTS

	Page
ARABIC LANGUAGE	1
Enhancement	1
ARABIC LANGUAGE TEACHERS	1
Training	1
ASSOCIATION OF TEACHING PROFESSIONS	2
Recommendations	2
BASIC EDUCATION	3
Recommendations	4
BASIC EDUCATION AND SPORTS	5
THE COMPREHENSIVE SCHOOL	5
CONFERENCE OF CULTURAL COUNSELLORS	6
EDUCATION	7
Aims	7
Development	8
Problems	9
EDUCATION, DEMOCRACY AND	9
EDUCATION AND DEVELOPMENT	10
EDUCATION, IDEOLOGY AND	11
EDUCATION AND YOUTH	12
EDUCATIONAL COUNCILS	12
Recommendations - Pre-University Education	12
EDUCATIONAL EXPERIMENTATION	14
Secondary Schools	14
EDUCATIONAL LEGISLATIONS	15
University Education	15
EDUCATIONAL MISSIONS	16
Planning	16
Problems	17
EDUCATIONAL MISSIONS AND SCHOLARS	18
Problems	18
EDUCATORS	18
ENVIRONMENTAL EDUCATION	20
Curricula	20
ERADICATION OF ILLITERACY	21
Administration	21
EXAMINATIONS	21
Development	22
General Secondary	23
FACULTIES AND UNIVERSITIES	24
Development	24
Examinations	25
Expatriate Students - Admission	25
Faculties of Education - Responsibilities	26
Faculty of Information - Cairo University	27
Faculties of Medicine - Development	28

	Page
Faculties of Medicine - Post Graduate Studies	29
Labour Universities	29
Teaching Bodies	30
Teaching Bodies - Conditions	31
Teaching Bodies - Duties	31
Teaching Bodies - Qualification	32
Teaching Bodies - Salary Scales	33
Teaching Bodies - Foreign Language Teachers - Salary Scales	38
Universities - Duties	39
University Education - Problems	39
University Education - Tuition Fees	41
University Graduates - Public Service	41
University Stage	42
FEMININE EDUCATION	43
GRADUATES	44
Statistics	44
GRADUATES OF ELEMENTARY SCHOOLS OF TEACHERS	44
Problems	44
HISTORY OF EDUCATION	45
Experiments - Egypt	45
HOME ECONOMICS	46
Reports	46
ILLITERACY	47
LEGISLATIONS	48
Agricultural Schools - Agricultural School Transformed into Experimental School for Training Technicians	48
Industrial Schools - Decorative Art School Transformed into Experimental School for Training Technicians	49
Industrial Schools - Establishment	49
Industrial Schools - Transformation of Schools into Experimental Ones for Training Technicians	51
Industrial Education - Weaving School Transformed into Experimental School for Training Technicians	51
MINISTRY OF EDUCATION	52
Organization	52
PERSONNEL	53
Transfer	53
PHYSICAL EDUCATION INSTRUCTORS	54
Secondary Schools	54
POST GRADUATE STUDIES	55
Organization	55
PRE-PRIMARY SCHOOL EDUCATION	55
PRIMARY SCHOOL TEACHERS	56
Qualification of	56

	Page
PRIVATE TUTORING	57
Higher Education	59
Solutions and Experiments	60
PUPILS	60
Admission - Preparatory Schools - Statistics	60
Admission - Primary Schools - Statistics	61
Admission - Secondary Schools - Statistics	62
Evaluation - Primary Schools	63
RELIGIOUS EDUCATION	63
Development	64
Mosque's Role	64
Youth	65
SCHOOL PLANS	65
Library Period	65
SCIENCES	66
Teaching Methods	66
SECONDARY SCHOOLS	67
Development	67
SPECIAL EDUCATION	68
The Deaf - Education Systems	68
STATISTICS	68
Graduates of Various Educational Stages	68
STUDENTS	69
Absence	69
Activities	71
Admission - Experimental Technical	72
Evaluation	72
External Enrollment - University Education	73
TEACHERS	74
Azhari Institutes - Filling of Gaps	74
Conditions	74
Hopes	75
Loaning of	76
Tasks	76
TECHNICAL SCHOOLS	77
Establishment	77
TEXT BOOKS	77
VOCATIONAL EDUCATION	78
History	78
WORLD PEACE	79
Duties	79
YOUTH CARE	79
Leisure Time - Religious Education	80
YOUTH EDUCATION	81
LIST OF AUTHORS	82
LIST OF SOURCES	84

ARABIC LANGUAGE

Enhancement

1. El-Shal, Mahmoud El-Nabawi, "Teachers' Consciousness of the Arabic Language, the Language of the Holy Quraan", (Wa'y Al-Mu'alliseen Bil-Lughah Al-'Arabiyyah, Lughat Al-Quraan Al-Kareem), "Sahifat Al-Tarbiyah", (Magazine of Education), (Cairo), 30th year, Issue No. 3, (June 1978), pp 11-13.

Following an introduction on the position enjoyed by the Arabic language among living languages and among Arabic-speaking peoples, the writer quoted verses from the Holy Quraan which praise Arabic and showed how the language spread with the spread of Islam.

The writer went on to say that mastering Arabic is necessary for reading the Holy Quraan and the Prophet's Tradition and for comprehending the true meaning of these holy words.

Realizing that Arabic is not properly mastered by teachers, especially teachers of sciences, the writer emphasized that all teachers, irrespective of their fields of specialization, should make a special effort to master Arabic. This would help them in producing better results with their students, not only in the field of language, but also in their respective fields of specialization.

Concluding his article, the writer explained how teachers could improve his language and master its grammar and vocabulary.

ARABIC LANGUAGE TEACHERS

Training

2. Farid, 'Ali Mohamed, "Training of Arabic Teacher for Non-Arabic Speakers", (I'daad Mu'allim Al-Lughah Al-'Arabiyyah Li-Ghayr Al-Natiqeen biha), "Sahifat Al-Tarbiyah", (Magazine of Education), 30th year, Issue No. 3, (June 1978), pp 15-28.

The writer began his article with an introduction on the significant position now occupied by the Arabic language in the world and the position held by Arab civilization in human history. He then described the mounting demand on the part of African and Asian Countries to learn Arabic.

He went on to mention the conditions to be fulfilled by teachers before they are selected for this profession, saying that teachers of Arabic to foreigners should be more carefully selected.

In this connection he mentioned a number of guidelines which teachers of Arabic to foreigners should know in order to perform their job properly.

The writer then described the manner in which a program for teaching Arabic to foreigners may be designed, saying it would be extremely important to meet the foreign student before any program is devised in order to ensure that the program is best suited for his specific needs.

Concluding his article, the writer said that text books intended for non-Arabic speaking students should fulfill certain requirements for the sake of ensuring their adequacy.

ASSOCIATION OF TEACHING PROFESSIONS

Recommendations

3. "Important Recommendations by the Teach... ' General Assembly", (Tawsiyaat Hammah Lil-Jam'iyyah Al-'Umumiyyah Lil-Mu'allimeen), "Al-Rayed", magazine of teachers, 23rd year, Issue No. 2, Cairo, (June 1978), pp 4-5.

An account is given of the various recommendations adopted by the sub-committees of the Twentieth General Assembly of the Teachers Association.

The Pensions Sub-committee adopted a recommendation whereby each member of the Association should receive a permanent monthly pension. This applies also to the members presently in retirement.

The Planning Sub-committee adopted recommendations calling for encouraging teachers to prepare research work and conduct experiments aimed at developing and modernizing the educational process and calling for expansion of medical facilities and consolidation of the Teachers' Hospital.

The Sub-committee on Personnel adopted a recommendation for adding an arbitral period of service to teachers holding higher qualifications, granting teachers an allowance for the nature of the work and eliminating all accumulated problems affecting the teaching personnel.

4. "Memorandum on Basic Education by the Committee on General Education and Training", (Muzakkirat Shu'bat Al-Ta'leem Al-'Amm Wal-Tadreeb hawla Al-Ta'leem Al-Asasi), "News of the National Specialized Councils", (Akhbar Al-Majalis Al-Qawmiyyah Al-Mutakhasisah), Issue No. 3, Cairo, (May 1978), pp 4-18.

After stressing that evolution and change are imperative, the Memorandum reviewed the deficiencies occasioned in the primary and preparatory stages of education.

Moving to basic education, the Memorandum explained its aims and functions and related some fundamental specifications which should be observed in curricula. It also mentioned the requirements for realizing the aims of basic education.

The Memorandum, further, reviewed the specifications required in any programs for training basic education instructors, described the characteristics of school buildings designed for basic education and mentioned the type of equipment and tools which should be provided in these schools.

Some ideas about the ideal system of work in basic education schools were expressed.

Dealing with the practical studies and drills required in basic education, the Memorandum cited examples of the studies and drills proposed for the Education Year. It also discussed the concept and advantages of the "open day" practice proposed for adoption in basic education.

In conclusion, the Memorandum discussed the financial costs involved in this type of education.

5. Mehrez, Zeinab, "Examples of Basic Education Applications in Egypt", (Amthilah min Tatbiqaat Al-Ta'leem Al-Asasi fi Misr), A.R.E., National Council for Education, Scientific Research and Technology (NCESRT), "Preliminary Report on Some Earlier Experiments and Projects in the History of Education in Egypt", (Taqreer Mabdaei 'an ba'd Al-Tajarib Wal-Mashrou'aat Al-Sabiqah fi Tareekh Al-Ta'leem fi Misr), Cairo, 1978, 17 stencil pages.

Following a review of Egypt's experience and experiments in connection with basic education, the writer described the features of this type of education as exemplified in the policy and aims of the Egyptian educational system under the 1952 Revolution.

In the field of educational systems, the writer cited the experiments of the labour schools established in 1925, the rural schools, the first of which was established in 1942 in Al-Manayel village, the schools of elementary education, the advanced primary schools established pursuant to Law No. 210 of 1953, the practical preparatory schools emerging in 1957 and the center of vocational studies for graduates of primary education established in 1964. The writer, further, dealt with the attempts to mix academic education with technical and practical education, reviewing the educational plans envisaged for general education and showing how they touch upon this matter.

She dealt, as well, with the features of basic education as exemplified in the fields of educational activities, teaching methods and school buildings, then explained the elements of success or failure involved in these experiments and experiences.

Concluding her article, the writer described the trends of modern basic education as introduced in the present system of education in Egypt.

Recommendations

6. "Basic Education Recommendations in the Light of the Memorandum Prepared by the Committee on General Education and Training", (Al-Tawsiyaat Al-Khassah Bil-Ta'leem Al-Asasi fi Daw' Muzakkirat Shu'bat Al-Ta'leem Al-'Aamm Wal-Tadreeb), "News of the National Specialized Councils", (Akhbar Al-Majalis Al-Qawmiyyah Al-Mutakhasisah), Issue No. 2, (Cairo), (May 1978), pp 46-50.

Following an introduction on the circumstances in which they were adopted, the sets of recommendations on basic education were tabulated in five sections.

Section 1 contains general recommendations dealing with the circumstances justifying the adoption of basic education, the initial steps to be taken for making basic education a reality and the requirements for expanding this type of education.

The second section is concerned with recommendations on curricula and their scientific, artistics and technological contents.

Section 3 consists of recommendations on the educational techniques to be used in this type of education while the fourth section comprises recommendations on the training of basic education instructors and technical leaders.

The last section deals with the conditions to be fulfilled in school buildings and the equipment and tools to be provided in basic education schools.

BASIC EDUCATION AND SPORTS

7. 'Eweis, Mus'ad, "Basic Education and Physical Education", (Al-Ta'leem Al-Asasi Wal-Tarbiyah Al-Riyadiyyah), "Sahifat Al-Tarbiyah", (Magazine of Education), (Cairo), 30th year, Issue No. 3, (June 1978), pp 47-52.

After indicating that the establishment in 1937 of physical education institutes has had its impact on the creation of qualified professionals and specialists in physical education, the writer went on to say that within the context of the philosophy of basic education, a program of physical education could be devised for the benefit of youngsters.

He then reviewed the academic research conducted on Egyptian youngsters and the findings revealed by such research, saying that certain vital factors should be incorporated in the programs of physical education taught in Egyptian basic education schools.

After relating the causes for the present lack of interest in physical education in basic education schools, the writer emphasized the need for considering this activity a vital school subject, thus inducing pupils to take serious interest in it.

THE COMPREHENSIVE SCHOOL

8. Mahmoud, Ahmed Hamdi, "The Comprehensive School", (Al-Madrasah Al-Shamilah), Cairo, Dar Al-Ma'aref, 1978, 131 pages. (Iqraa Series No. 441).

Introducing this book, the Minister of Education and Scientific Research reviewed the developments undergone by secondary education during the Twentieth Century and reviewed as well the basic features characterizing comprehensive education and the aims contemplated by this type of education.

Then follows the text of the book divided into six chapters.

Chapter 1 serves as a historical background for education in Egypt. It follows the origins of traditional education since the times of the Pharaohs and across the Roman and Greek Dynasties, then through the Christian and Islamic eras. A review is also made of the developments undergone by traditional education in modern times, and how these developments were influenced by the British occupation of Egypt.

The second chapter sums up all views calling for a change in the traditional system of education to ensure that it combines both the theoretical and the practical subjects.

In the third chapter, the writer indicated how World War II resulted in knowledge explosion, an element which must be taken into consideration in the laying down of any educational programs.

Chapter 4 describes the impact of changes and developments on the system of education in Egypt.

In Chapter 5, the writer deals with comprehensive education. After describing the experiments undertaken by advanced countries in this field, he reviewed some experiments carrying the symptoms of comprehensive education conducted in Egypt. In particular, the writer mentioned the practical preparatory school and the unified experimental school in Nasr City. He pointed to the deficiencies of these experiments and described the requirements for establishing comprehensive schools.

The sixth and last chapter contains the writer's conclusion which indicates the impact of comprehensive education on economic planning and on the socio-political and cultural problems.

CONFERENCE OF CULTURAL COUNSELLORS

9. 'Aref, Mahmoud, "Cultural Open-Door Strategy before Counsellors' Conference", (Istratijiyyat Al-Infitaah Al-Thaqafi amam Mu'tamar Al-Mustasharеen), "Al-Akhbar" newspaper, (Cairo), 26th year, Issue No. 7075, (May 3, 1973), p. 12.

Commenting on the first Conference of Egyptian Cultural Counsellor, abroad, the writer hailed this important cultural event, described the aims of the Conference and elaborated on its role in laying down a strategy for foreign cultural relations and for rationalizing educational missions.

Reviewing highlights of the Conference's discussions, the writer mentioned that the main topics of discussion dealt with the specific functions of a Cultural Counsellor abroad.

Reference was made to a suggestion by the Egyptian Cultural Counsellor to transform the Institute of Islamic Studies in Madrid into an academy of research on Andalusian fields of study. The Counsellor explained the suggested fields of interest to be entrusted with the Institute.

In conclusion, the writer described the steps to be taken in carrying out the Conference's recommendations.

EDUCATION

Aims

10. Mohamed, Ramez Taha, "Educational Settlements for the Sake of Making Desert Development Projects a Task Primarily for Youth", (Mustawtanaat Ta'leemiyyah Hatta Tusbih Qadiyyat Ta'meer Al-Sahraa Hiya Qadiyyat Al-Shabab Bil-Darajah Al-Ula), "Al-Akhbar" newspaper, (Cairo), 26th year, Issue No. 8081, (May 10, 1978), p. 5.

Following an introduction on the importance of desert development to Egypt, the writer explained how this challenge affects the destiny of this and future generation. He said the youth has an important role to play in meeting this challenge.

Moving to the existing system of education, the writer explained its bearing on the youth's psychological frustration, saying that the problem of leisure time is only one aspect of such frustration.

He went on to explain the aims of education as viewed by some intellectuals, saying that in the final analysis, education is related to bread earning. He stressed the need for developing secondary and university education in such a manner as to adopt a pragmatic and practical policy aimed at reclaiming and farming the land.

In conclusion, the writer called for putting an end to the export of Egyptian expertise, showing how such step would help in the rebuilding of Egypt. He also called upon intellectuals, scientists and information media to discuss the vital topic of conquering deserts.

Development

11. El-Naggar, Hussein Fawzi, "Towards an Educational Revolution: Challenge and Response - III", (Nahwa Thawrah fil-Ta'leem: Al-Tahaddi Wal-Istijabah - III), "Youth and Future Sciences", (Al-Shabab Wa-'Ulum Al-Mustaqbal), (Cairo), 1st year, Issue No. 10, (May 1978), pp 44-48.

At the beginning of his article, the writer explained what is meant by "social soundness" and "social adjustment", both of which occurred repeatedly in his article.

He then dealt with backwardness and how it prejudices education.

Relating the history of education, the writer said that in the past, education was closely linked to the society and environment in which it grew up. Education in the past was stagnant and inadequate. In Middle Ages, education in Egypt and Eastern and Western countries depended on indoctrination and memorization and was mainly aimed at graduating the clergy and soldiers, overlooking any interest in vocational, professional or technical training.

With the advent of the scientific revolution in the Seventh Century, the whole nature of education changed, including its aims and the new interest it showed in the building of individuals and development of the society.

Commenting on education in developing countries, including Egypt, the writer emphasized the need for linking education to the society's needs. He then reviewed the problems facing developing countries, saying that illiteracy is the major scourage which needs to be wiped out completely in developing countries.

12. Hatem, 'Abdul Kader, "On Educational Problems", (Hawla Mushkilaat Al-Ta'leem), "Al-Rayed", magazine of teachers, 23rd year, Issue No. 2, (June 1978), pp 10-14.

After recalling that he had written a series of articles on the problems of education, the writer dealt with the strategy of training technicians until the year 2000, forecasting Egypts needs from now until that year in the fields of industry, agriculture and services, especially its needs to medium-level technicians. In this connection, the writer related the recommendations dealing with the training of technicians and skilled labour adopted by the National Council for Education, Scientific Research and Technology.

The writer went on to deal with the problem of text books and academic references. After describing the integrative stages through which a text book passes until it becomes a reality, the writer mentioned the characteristics of a good text book, both as to subject matter and as to printing devices, suggesting that text books be put to experimentation before they are put to public use in schools and universities. He also mentioned how teachers and students alike benefit from a good text book.

Other subject dealt with in the article are the development of educational systems, the conditions for admission and the present system of examinations.

Concluding his article, the writer reviewed the recommendations adopted by the National Council for Education, Scientific Research and Technology for the modernization of educational programmes and curricula.

EDUCATION, DEMOCRACY AND

13. 'Issa, 'Ali Ahmed, "Young Men and the Exercise of Democracy", (Al-Shabab Wa-Mumarasat Al-Dimoqratiyyah), "Al-Gumhouriah" newspaper, (Cairo), 25th year, Issue No. 8911, (May 22, 1978), p 5.

After indicating the need for guiding young men and making good use of their energies, the writer dealt with the interest shown in students' school accomplishments, whether by the authorities responsible for university education or by the students themselves. He showed how this reflects on the personality of university youth.

The writer then moved to a discussion of the role of clubs, societies and students' associations in developing students' personalities. Clubs, he said, are social institutions aimed at helping students develop their morals and practice democracy. Clubs have acquired greater significance eversince schools and universities limited their task to education and indoctrination. Citing the example of the United Kingdom, the writer said that any successful exercise of democracy begins at clubs.

Concluding his article, he said that democracy could be practiced in the various Family Councils formed in schools, in Students' Associations for secondary students and in Students' Unions in Faculties and Universities.

EDUCATION AND DEVELOPMENT

14. 'Atallah, Subhi, "The Green Revolution and Educational Development Planning as Part of Rural Development", (Al-Thawrah Al-Khadraa Wal-Takhteet Li-Tatweer Al-Ta'leem Ka-Guz' min Al-Tanmiyah Al-Rifiyyah), "Al-Rayed", magazine of teachers, 23rd year, Issue No. 2, Cairo, (June 1978), pp 6-8.

Following an introduction on population explosion and its bearing on education, the writer described the contemplated aims of the expansion of the green revolution.

Explaining the meaning of rural development, he mentioned the requirements in any plans aimed at helping development realize its social, political and economic objectives.

After showing the State's interest in rural communities, the writer cited the role of education in bringing about speedy reforms in rural regions and in realizing the aims of development plans. In this connection, he recalled the interest shown in educational reform by the Fourth Arab Ministers of Education Conference held in San'aa in December and the UNESCO as a prerequisite for realizing full employment and rural development.

The writer went on to describe the Ministry of Education's efforts in arranging for full absorption in schools of all pupils under compulsory age by 1980/81. He explained why pupils desist from joining primary schools and desert education once enrolled. According to the writer, the one- and two-class schools have been instrumental in doing away with these problems.

Dealing with basic education schools, he elaborated on their aims and role in linking education to environment and production, showing, in conclusion how basic education could be made closely connected with rural life.

EDUCATION, IDEOLOGY AND

15. 'Abbud, 'Abdul Ghani, "Ideology and Education; An Introduction to Comparative Education", (Al-Aydiolojia Wal-Tarbiyah; Madkhal Li-Dirasat Al-Tarbiyah Al-Muqaranah), 2nd Edition, Cairo, Dar Al-Fikr Al-'Arabi, 1978, 639 pages.

In his introduction, the author indicated the relation between ideology and comparative education, showing to what extent man is influenced by ideology from early days.

Following his introduction, the writer divided the text of his book into five parts.

Part 1 dealt with the relation between ideology and comparative education.

The second part is concerned with reviewing the contemporary systems of education in the East and West and in the Third World.

In Part 3, the author dealt with the relation between capitalism and education, showing how capitalism reflects on the system of education in some countries. He also dealt with the relation between the national personality and education in the United States.

The fourth part is devoted to a study of the relation between communism and education, also indicating how communism reflects on educational systems. He dealt as well with the relation between the national personality and education in the U.S.S.R.

Part 5 is concerned with a review of the relation between the national personality and education in the Third World. Here, he indicated the cultural forces influencing the Arab national personality in our present day and how these forces reflect on Arab educational systems. He cited Egypt as an example of a healthy educational system in the Arab World.

EDUCATION AND YOUTH

16. Radwan, Mohamed Mahmoud, "Education and Upbringing", (Al-Ta'leem Wal-Tarbiyah), "Al-Rayed", magazine of teachers, 23rd year, Issue No. 2, (June 1978), pp 2-3.

Commenting on a statement made on some occasion by the Prime Minister on the role of clubs in the education of youth, the writer made a distinction between education as a process of upbringing and development and tutoring as a mechanical process. He then mentioned the reasons why Egyptian schools lay more emphasis on tutoring and learning than on education.

The writer went on to deal with the teachers' responsibility for the decline of the standard of both tutoring and education in schools, attributing such decline to external factors which defeat the healthy trends and values inculcated by schools.

In conclusion, the writer drew a comparison between the social conduct of youth in Egypt and in other societies, stressing the role of the school in implanting in youth lofty values and sound inclinations.

EDUCATIONAL COUNCILS

Recommendations - Pre-University Education

17. A.R.E., National Center for Educational Research, "Recommendations Adopted by the National Council for Education, Scientific Research and Technology in its First Session (June/September 1974) on Issues Related to Each Sector of Pre-University Education and the Extent of Their Applicability", Cairo, 1978.

A review is made in this document of the recommendations adopted by the National Council for Education, Scientific Research and Technology (NCESRT), the recommendations already implemented and the body or bodies implementing them.

Three fields are covered by these recommendations, being: methods of sealing off sources of illiteracy and formulation of literacy plans, rectification of certain conditions in primary education and in preparatory and secondary education with its general and technical branches and teacher training of primary, preparatory,

17

and general and technical secondary education and the methods whereby teachers are given a feeling of security.

18. A.R.E., National Center for Educational Research, "Recommendations by the National Council for Education, Scientific Research and Technology on Issues Related to Each Sector of Pre-University Education and the Extent of Their Applicability; Adopted at its Second Session (October 1974/July 1975)", Cairo, 1978, 19 stencil pages.

This document reviews the recommendations adopted by the National Council for Education, Scientific Research and Technology, indicates which recommendations have been implemented and specifies the bodies responsible for their implementation. Recommendations deal with six fields, namely: eradication of illiteracy and adult education, improvement of performance, educational subjects taught in the primary school, examination systems in public education, foreign language teaching in public education and methods of developing it, present conditions in faculties of education and teacher training colleges and complementary education and training for the benefit of failure pupils and dropouts in both the primary and preparatory stages.

19. A.R.E., National Center for Educational Research, "Recommendations Adopted by the National Council for Education, Scientific Research and Technology at its Third Session (October 1975/July 1976) on Issues Related to Each Sector of Pre-University Level and the Extent of Their Applicability", Cairo, 1978, 9 stencil pages.

The document reviewed the various recommendations adopted by the National Council for Education, Scientific Research and Technology and described the steps taken by each educational body to carry out the recommendations falling within its jurisdiction. These recommendations cover four major fields, namely: determination of the duration of compulsory education, structure of education and the various chains involved in its ladder, development of secondary schools along comprehensive lines and strategy of technicians' training up to the year 2000 with an indication of the methods for consolidating technical education and encouraging students to enrol in it.

20. A.R.E., National Center for Educational Research, "Recommendations Adopted by the National Council for Education, Scientific Research and Technology at its Fourth Session (October 1976/July 197) on Issues Related to Each Sector of Pre-University Level and the Extent of Their Applicability", Cairo.

A review is given in this document of the various recommendations adopted by the National Council for Education, Scientific Research and Technology, the different bodies charged with their implementation and the steps taken to implement each recommendation.

Six subjects are covered by these recommendations, namely: basic education and the development of a feeling of belongingness and responsibility, compulsory education including its aims, functions and study plans, preparation and production of text books, technical and vocational teaching and training, methods of luring illiterate citizens to take advantage of the available educational opportunities and the teaching of religion and civics.

EDUCATIONAL EXPERIMENTATION

Secondary Schools

21. Mehrez, Zeinab, "Experiments Conducted and Experience Acquired by Egypt Throughout its History of Secondary Education", (Al-Tajarib Wal-Khibraat allati Marrat biha Misr 'abra Tareekh Al-Marhalah Al-Thanawiyyah biha), A.R.E., National Council for Education, Scientific Research and Technology (NCESRT), "Preliminary Report on Some Earlier Experiments and Projects in the History of Education in Egypt", (Taqreer Mabdaei 'an ba'd Al-Tajarib Wal-Mashrou'aat Al-Sabiqah fi Tareekh Al-Ta'leem fi Misr), Cairo, 1978, 16 stencil pages.

In her introductory note, the writer described Egypt's pursuit in developing the country's infrastructure and satisfying the people's needs, including their needs to education. She then focussed her attention on reviewing the efforts exerted by Egypt for the sake of developing education.

The writer went on to outline the topics dealt with at length in her article. She described the experiments aimed at catering for technical education within the framework of general education. Here, she dealt with the system of branches adopted in the secondary stage since 1905 and described the progress of this system until the year 1949.

Highlights of the Law of General Secondary Education enacted in 1949 were reviewed by the writer who described the significant characteristics of the curricula developed pursuant to this Law.

The writer went on to say that following the 1952 Revolution, the subject of practical hobbies was introduced in the curriculum of the general secondary stage. Following some developments, this subject was renamed "practical studies" in 1958/59, but soon ended in failure. The writer gave the reasons for such failure.

She went on to describe the experiments conducted on and the experience gained from the provision of selective courses, whereby a student was given an opportunity to choose his branch of study and the school subjects within this branch.

Among the experiments related by the writer are the following: experiment of choosing between school subjects within the same branch of study, experiment of injecting practical subjects in literary branches and vice versa, experiment of putting secondary education under the supervision of university education, experiment of establishing technical secondary schools following the 5-year system, experiment of offering standard cultural subjects in both general and technical education, experiment of combining more than one type of study in the same building, experiment of co-education and experiment of applying methods of guidance and counselling in education.

EDUCATIONAL LEGISLATIONS

University Education

22. Soliman, 'Abdul 'Aziz, "University Law; Popularity vs. Formality", (Qanun Al-Jami'ah bayn Al-Shabiyyah Wal-Rasmiyyah), "Al-Gumhouriah" newspaper, 25th year, Issue No. 8933, (June 13, 1978), p 5.

As an introduction to his article, the writer showed the importance of putting any bills affecting large sectors of the people to popular discussion before they are adopted and implemented by the legislative and executive bodies.

Discussion of the new bill on university reorganization in the Clubs of University Teaching Bodies and in the meetings especially held for such purpose has gained the necessary popularity for this bill pending its eventual implementation as a law, the writer added.

He went on to emphasize the need for discussing the new bill on faculty salary scales with the teaching bodies, saying that professors should express their satisfaction of the new bill which is a pre-requisite for any future improvement of university education standards.

Concluding his article, the writer said that the official bodies should welcome such discussions in order to insure that the laws enacted are integrative.

EDUCATIONAL MISSIONS

Planning

23. El-Sebaei, Labib, "Educational Missions; Haphazardness vs. Planning from the Time of Rifa'ah Al-Tahtawi to the Year 2000; A University Issue", (Al-Ba'thaat bayn Al-'Ashwaiyyah Wal-Takhteet min Rifa'ah Al-Tahtawi Wa-Hatta 'Aamm 2000; Qadiyyah Jami'iyyah), "Al-Ahram Al-Iqtisadi" magazine, (Cairo), Issue No. 546, (May 15, 1978), pp 30-31 + 57.

Following a review of the history of educational missions in Egypt eversince Rifa'ah Al-Tahtawi was sent on a mission to Europe during the days of Mohamed Ali, and having explained the reasons which justify despatching scholars abroad, the writer dealt with the 4-Year Plan for Educational Missions initiated in 1972 and showed its aims and the changes introduced thereon.

The writer then interviewed the Deputy Minister of Education for Higher Education on the evaluation of the various policies of scholarships and the basis on which the 4-Year Plan of 1972 was adopted. The Deputy explained the progress made during the first three years and the problems which emerged in the course of the Plan's implementation, indicating how these problems were attended to.

Concluding his article, the writer described the basic features of the newly proposed 5-Year Plan for Educational Missions and drew a comparison between its details and those of the 4-Year Plan mentioned above.

Problems

24. Al-Shaikh, Rabi', "Problems of Scholars (before the Conference of Cultural Counsellors)", (Mashakil Al-Mab'utheen 'amam Mu'tamar Al-Mustasharеen Al-Thaqafiyyeen'), "Akhbar Al-Yom" newspaper, (Cairo), 34th year, Issue No. 1747, (April 19, 1978).

After reviewing the circumstances in which the Conference of Cultural Counsellors was held, the writer interviewed candidates for educational missions who talked on the difficulties they encounter in studying languages.

He went on to report on the remarks made by the Minister of Education and Scientific Research and the Egyptian Cultural Counsellors in different locations.

The Minister advocated the establishment of an institute for post graduate studies which would serve as a preparatory stage before candidates become qualified for scholarships abroad.

The Egyptian Cultural Counsellor in the United States said that the conditions laid by American universities for enrollment should be complied with, mastery of English is an absolute necessity and reevaluation of the academic subjects taught in Egypt in comparison with those taught in US universities should be made.

In the opinion of the Egyptian Counsellor in Spain, a comprehensive and integrative plan for educational missions should be worked out jointly between the Administration of Missions and the Supreme Council for Universities.

The Cultural Counsellor in Austria stressed the need for linking the research work undertaken by scholars with the problems from which Egypt is suffering.

The problem of scholars preferring to stay overseas after obtaining their Ph.D's was brought up by the Egyptian Cultural Counsellor in France who advanced solutions for it.

The last remarks made were by the Cultural Counsellor in West Germany who stressed the need for deepening the channels of communication between Egyptian and foreign professors.

EDUCATIONAL MISSIONS AND SCHOLARS

Problems

25. El-Sebaei, Labib, "Minister of Education Draws Full Picture of the Policy Laid for Sending Missions Abroad; A University Issue", (Wasir Al-Ta'leem Yuhaddid Al-Surah Al-Kamilah Li-Siyasat Al-Ifaad Lil-Kharij; Qadiyyah Jami'iyyah), "Al-Ahram Al-Iqtisadi" magazine, (Cairo), Issue No.

Following a review of previous articles published in the Egyptian press on the first Conference of Egyptian Cultural Counsellors abroad held in Cairo, the writer quoted the comments made by the Minister of Education on the Conference's recommendations regarding the future policy of sending educational missions abroad, the local preparedness of scholars in the fields of post graduate studies and the methods of cementing and developing Egypt's foreign cultural relations.

The writer also quoted the Minister's comments on the problems stemming from qualification abroad, mentioning in this connection the inadequate language preparation of candidates for overseas scholarships and the fact that some scholars fail to return to Egypt upon completing their academic qualification.

The Minister further dealt with the methods for consolidating post graduate studies in Egyptian universities, the proper approach for solving problems of foreign cultural relations and the means for backing Egyptian cultural offices and centers abroad.

EDUCATORS

26. Nasr, Mohamed, "Lest we Forget our Pioneers... Ahmed Naguib Hashem, the Teacher, the Minister and the Ambassador", (Hatta la Nansa Ruwwadana... Ahmed Naguib Hashem Al-Mu'allim, Al-Wazir, Al-Safeer), "Al-Rayed", magazine of teachers, 23rd year, Issue No. 2, Cairo, (June 1973), pp 16-18.

Drawing a portrait of Mr. Ahmed Naguib Hashem, a pioneer educator and intellectual, the writer described his background and his extra-curricular activities when he was a pupil in Al-Sa'idiyyah Secondary School. His distinction in higher education qualified him to receive a scholarship for studying abroad.

The writer then related the different posts assigned to Mr. Hashem since his return from abroad and until he became Minister of Education in 1958 then Ambassador to Italy between 1961 and May 1967.

Following Mr. Hashem's retirement, he spent most of his time writing and translating books and practicing hobbies. A list of his books is given by the writer

Highlighting Mr. Hashem's views on education, the writer said that this great pioneer preaches that teachers should set an example before their pupils. He quoted Mr. Hashem's opinion on student failure, private tutoring and other educational issues, saying that headmasters and school principals should be given wide powers in running their respective institutions. Education itself should depend on research and laboratory work in the first place, according to Mr. Hashem.

27. Radwan, Mohamed Mahmoud, "Isma'il Al-Qabbani, Pioneer of Education and Founder of the Psychological School in Egypt and the Arab World", (Isma'il Al-Qabbani, Rayed Al-Tarbiyah Wal-Ta'leem Wa-Muassis Madrasat 'Ilm Al-Nafs fi Misr Wal-'Alam Al-'Arabi), "Al-Rayed", magazine of teachers, 23rd year, Issue No. 2, (June 1978), pp 30-31.

At the beginning of his article, the writer dealt with Isma'il Al-Qabbani's birth, background and early life circumstances. He described a visit paid by the Egyptian popular leader Saad Zaghloul to the elementary school of Assiut in which Isma'il was studying and how this visit changed his career and induced him to join the primary school, then the secondary one and the teachers college.

The writer then described Qabbani's efforts until finally he succeeded in receiving his B.A. in education from the University of London.

He then related the various jobs occupied by Isma'il Qabbani and described his role in the 1919 Revolution and in subsequent nationalist movements.

Qabbani's accomplishments include the opening in 1936 of experimental classes annexed to the Institute of Education, the establishment in 1940 of a model primary school in Qubbah Gardens and the introduction in 1938 of the Stanford-Binet Test into Arabic language.

The writer went on to describe Qabbani's role in reforming education when he was appointed Minister of Education after the 1952 Revolution. He reviewed the major legislations governing education which were promulgated during his term in office and reviewed his genuine views on education.

In conclusion, the writer listed the books written by Isma'il Al-Qabbani and indicated their impact on the educational revolution undergone by Egypt in subsequent years.

ENVIRONMENTAL EDUCATION

Curricula

28. A.R.E., National Center for Educational Research, "Study and Recommendations Relating to the Availability of Environmental Educational Concepts in the Curricula of General Education with Special Emphasis on the Curricula of the Fifth Year Primary and the First Year Secondary as Sample", (Dirasah Wa-Tawsiyaat hawla Mada Tawafur Mafaheem Al-Tarbiyah Al-Biiyyah fi Manahij Al-Ta'leem Al-'Aamm ma' Tarkeez 'ala Dirasat Manahij Al-Saffayn Al-Khamis Al-Ibtidaei Wal-Awwal Al-Thanawi Ka-'Ayyenah), Cairo, 1978, 41 pages.

Following an introduction on the importance of environmental research for teachers and educators, the document reviewed the work of a Committee formed for modernizing some curricula and the proposals it advanced for an overall development of curricula.

The document is then split into two parts. Part 1 consists of a general talk on environmental education, its concept, principles and place in the curricula of the three stages of education.

Part 2 is a practical application of the theoretical study. It shows why the fifty year primary and first year secondary classes were chosen as sample, then reviewed the curricula of both classes as to their ecological contents and advanced suggestions for changing the curricula in order that more emphasis may be given in them to environmental concepts. Some recommendations on the teaching of ecological subjects were also contained in the document.

ERADICATION OF ILLITERACY

Administration

29. El-Messiri, Mahmoud Fahmi, "The More Machineries We Create for Fighting Illiteracy, the More Illiterates We Have; A National Vision", (Ziyadat Ajhizat Mahw Al Ummiyyah Addat ila Ziyadat 'Adad Al-Ummiyyeen; Ru'yah Qawmiyyah), "Al-Ahram" newspaper, 104th year, Issue No. 33365. (Cairo), April 7, 1978, p 3.

The article began with a statement on the serious nature of the problem of illiteracy, then indicated the ratio of illiterates to the number of population and showed the relation between illiteracy and population explosion.

The writer then stressed the need for pooling all efforts and plans aimed at eradicating illiteracy and for defining the actual proportions of the problem.

Towards this end, he suggested the establishment of a special ministry for fighting illiteracy which would incorporate all machineries now engaged in this field. He listed these machineries and mentioned the affiliation of each.

In the opinion of the writer illiteracy sources could be sealed off if greater attention is given to primary education, all pupils under compulsory age are admitted in schools, and teachers' efficiency is enhanced.

In conclusion, the writer mentioned the three basic objectives of building the post-October War Egypt, namely, to give serious attention to the development of Man in Egypt, to lay down integrative development plans based on science and know-how and to wipe out illiteracy.

EXAMINATIONS

30. Mahmoud, Hafez, "Justice in Examination", ('Adalat Al-Imtihanaat), "Al-Gumhouriyah" newspaper, Cairo, 25th year, Issue No. 8921, (June 1, 1978), p 9.

After criticizing the Committees of Mercy which try to improve examination results by adding one or two grades to failing students to bring about their success in public examinations, the writer

said these Committees do away completely with the principle of equal opportunity.

It would be more proper to hold second session examinations to preparatory and secondary students, the writer added. In the opinion of the writer, external students applying directly from home should receive the same treatment, examination-wise, as their regular colleagues in calculating school accomplishments in the gross grades obtained in examinations.

The writer went on to say that other methods should be explored for judging student level. School work should go into the evaluation of the student's ability.

Concluding his article, the writer said that school subjects should be divided over two semesters, which would mean holding two examinations per year. School year should start early and end early. If adopted, the writer added, this system would be beneficial for teachers, students and parents alike.

Development

31. Hablos, Ahmed 'Amer, "Development of Examination Questions", (Tatweer Asiylat Al-Imtihanaat), "Al-Rayed", magazine of teachers, 23rd year, Issue No. 2, (June 1978), p 45.

At the beginning of his article, the writer reviewed the new methods of examinations saying that schools should stop using traditional and old systems of examinations which involve uniform questions which are to be answered from the memorized text books and auxiliary books patterned after curricula.

The writer went on to say that examinations should aim at testing the pupil's ability to learn. He described the conditions to be observed in preparing good examinations and the steps involved in putting down examination questions.

Concluding his article, the writer indicated how the development and modernization of examinations, in the manner described by him, result in promoting the entire process of education.

32. El-Sharmbabli, Mohamed, "A Dragon Called General Secondary Examination", (Ghool Ismuhu Al-Thanawiyyah Al-'Aammah), "Al-Ahram" newspaper, Cairo, 104th year, Issue No. 33415, (June 6, 1978), p 11.

At the beginning of his article, the writer explained the differences between the general secondary examination and all other diploma and certificate examinations, saying that the former determines the future of the pupils who sit for it.

He added that mass media are responsible for the atmosphere of aweness preceding and accompanying the general secondary examination and affecting the morale of pupils and parents alike.

The writer then pointed to the methods whereby pupils could be relieved of this feeling of aweness, saying that teachers should assign term papers to be prepared under their supervision by pupils all through the school year. These term papers help in judging the student's level and determining the proper university faculty suitable for his inclinations and desires.

In the opinion of the writer, adoption of this method would solve the problem of private tutoring and eliminate the numerous problems of examinations, relieving students, teachers and the Ministry of Education of this headache.

33. Hammuda, Mohamed, "This Artificial Fuss over Examinations", (Hazihi Al-Dajjah Al-Mufta'alah hawl Al-Imtihanaat), "Al-Gumhouriyah" newspaper, Cairo, 25th year, Issue No. 8944, (June 24, 1978), p 5.

The writer commented on the extraordinary row over general secondary examinations in the daily newspapers, saying that this fuss reflects adversely on pupils and parents alike.

He went on to say that examinations are meant to test the pupil's ability and competence. This could be better achieved through other methods.

The writer observed that the Ministry of Education expresses excessive concern and interest where secondary examinations are concerned, mentioning the causes for this state of affairs and saying that these examinations determine the future of all pupils

Concluding his article, the writer called for a disengagement between the certificate and the job, saying that such disengagement would put an end to the cut-throat competition among pupils and would bring about the complete uprooting of this artificial row over examinations.

FACULTIES AND UNIVERSITIES

Development

34. Mahmoud, Hafez, "Rectifying University Path", (Tasheeh Al-Masar Al-Jami'i), "Al-Gumhouriyah" newspaper, (Cairo), 25th year, Issue No. 8862, (April 30, 1978), p 8.

After pointing to the large numbers of students admitted in Egyptian universities in recent years, the writer drew a comparison between the number of students admitted in the Faculty of Arts when the National University (predecessor of Cairo University) was established in 1908 and their number today. A further review was made of the present numbers of students in the faculties of engineering and education which prompted the writer to call for a serious consideration of this situation from all its aspects by the National Council for Education.

Commenting on the shortage of university teaching bodies, the writer warned against the consequence of lowering university education to the level of ordinary education.

He called for more advanced post graduate studies at the M.A. and Ph.D. levels to ensure that efficient professors whole-heartedly bent on academic research are abundantly available.

While hailing the newly established provincial universities, the writer again warned against a lower standard of university work if the present acute shortage in teaching bodies is not rectified.

In conclusion, the writer said that all above problems should be put before the National Council for Education in order to study them thoroughly and scientifically and rectify the path of university education in Egypt.

Examinations

35. El-Diwani, Khalil Mustafa, "Examination is a Worry for the Student and the Teacher", (Al-Imtihan Hamm Al-Talib Wal-Ustaz), "Al-Akhbar" newspaper, 26th year, Issue No. 8108, (June 11, 1978), p 5.

Following an introduction on the general secondary education examination and the degree of accuracy it provides in measuring the pupil's efficiency, the writer related his own experience when he was examined together with his colleagues in the freshman year's examinations.

The writer went on to mention the conditions which should be provided in examinations in order to ascertain that they give a true evaluation of the students abilities.

Commenting on the oral examinations required in some faculties, the writer gave the reasons which make these tests unreliable in assessing the student's ability.

After enumerating the evils of the present system of written and oral examinations, the writer expounded his own ideas on how to make examinations reflect a true picture of the student's academic level.

Concluding his article, the writer called for measures ensuring conclusive solution of examination problems, reformation of the existing system of examination in universities and lessening the burden shouldered by professors.

Expatriate Students - Admission

36. 'Aref, Mahmoud, "System of Admission and Expatriate Students before University Presidents", (Nizam Al-Qabul Wal-Wafideen amam Ruasaa Al-Jami'aat), "Al-Akhbar" newspaper, Vol. 26, Issue No. 8105, (June 7, 1978), p 10.

The writer began his article saying that whenever possible students should be admitted in faculties which are geographically located in the vicinity of their respective domiciles. This would alleviate the financial burden borne by their parents in the form of transportation expenses.

He went on to deal with the phenomenon of transfer from one faculty to another. This phenomenon is not only apparent in the case of newly

admitted students, it is also apparent in the case of students in their juniors or equivalent classes.

The writer stressed the need for establishing control measures where expatriate students are concerned. A certain percentage should be allowed in each faculty for admitting expatriates, provided they fulfill all academic requirements and pay tuition fees in full, with no exemptions therefrom.

In the opinion of the writer, these control measures would be instrumental in checking the phenomenon of private tutoring in universities. In conclusion, the writer said it is the duty of the Supreme Council for Universities to issue the pertinent resolutions and to enforce them.

Faculties of Education - Responsibilities

37. Qotb, Youssef Salaheddine, "The Role of Faculties of Education in Developing Pre-University Education", (Dawr Kulliyyaat Al-Tarbiyah fi Tatweer Al-Ta'leem Al-Sabeq Lil-Ta'leem Al-'Aali), "Sahifat Al-Tarbiyah", (Magazine of Education), 30th year, Issue No. 3, (June 1978), pp 3-10.

As an introduction to his article, the writer indicated the different aspects of the process of educational development.

He went on to review the different opinions pronounced on the responsibility of those in charge of education and the responsibility of those powers which direct the society's policy and aims towards educational development, discussing each opinion and indicating that any attempt at developing education should start with the promotion of the teaching profession itself.

Explaining the essence of the educational profession, the writer said that it centers on two things, that those working in the teaching profession should have a professional culture and that teachers should be able to make the proper decision.

Concluding his article, he explained the role of Faculties of Education and their teaching bodies in promoting the essence of the educational profession and make it known to all students.

38. Hassan, Hassan Mohamed, "Futurist View of the Role of Egyptian Faculties of Education in Developing University Education", (Nazrah Mustaqbaliyyah Li-Dawr Kulliyyaat Al-Tarbiyah Al-Misriyyah fi Tatweer Al-Ta'leem Al-Jami'i), Riyadh, Faculty of Education, University of Riyadh, 1978, 19 pages.

- Paper submitted to the Second Symposium of Faculties of Education in the Arab World, Riyadh, April 22-26, 1978.

As an introduction to his paper, the writer reviewed the faculties and departments of education affiliated to Egyptian universities, described the systems of study in each and indicated the relation between each faculty and department and the respective university to which it belongs.

He went on to explain the role of these faculties in developing their community, drawing a distinction between faculties of education and faculties of arts and sciences.

The writer emphasized the need for establishing coordination between similar departments in the faculties of education and for collaborating with institutions of educational research.

Here, the writer stressed the importance of utilizing and making good investment of the dissertations and research work prepared in faculties of education. He also mentioned the role of faculties of education in developing their respective universities.

Recommendations made by the writer call for the working out of training programmes within each university on a continuous and permanent basis in the sectors of curricula, teaching methods, utilization of modern technologies, development of methods of presentation and experimentation on the application of modern techniques in university administration.

Concluding his paper, the writer called for the training of new kinds of team research workers in the field of university education.

Faculty of Information - Cairo University

39. Sabat, Khalil, "Before You Abolish the Faculty of Information", (Qabla an Tulghu Kulliyat Al-I'lam), "Al-Ahram" newspaper, 104th year, Issue No. 33438, (June 29, 1978), p 3.

After referring to the recent discussions on the possible abolition of the Faculty of Information, Cairo University, and substituting it for an institute for higher studies, the writer related the history of this Faculty eversince it was begun in 1939 as an Institute for Editing, Translation and Journalism. He described the circumstances in which this Institute was established, its conditions of enrollment and duration of study, giving a hint of the graduates' role in public life.

In 1954, a Department of Journalism was established in the Faculty of Arts, Cairo University. Graduates of this Department have been very successful and left their marks on public life, the writer said.

Dealing with the circumstances in which the Faculty of Information was established in 1971, the writer reviewed the courses offered by the Faculty, whether academic courses leading to a B.A. or M.A. or professional courses leading to a diploma in Information.

Concluding his article, the writer assessed the high standard of the Faculty of Information graduates, saying that they are much on demand in the various fields of work.

Faculties of Medicine - Development

40. El-Qonn, Mohamed Ismail, "The Future Doctor in Egypt; Revolution Needed in his Education and Training", (Tabeeb Al-Mustaqbal fi Misr Wa-Hajatuhu ila Thawrah fi Ta'leemihi Wa-I'dadihi), "Al-Ahram" newspaper, 104th year, Issue No. 33359, (Cairo), (April 11, 1978), p 3.

Commenting on the low level of graduates from Egyptian schools of medicine, the writer blamed memorization for this regretful result.

In tracing the causes for such a low level, the writer mentioned several factors including: the basis on which candidates are selected for entering faculties of medicine, the large number of students admitted in these faculties, the long years of study required for graduation, the fact that there are numerous bodies supervising medical education, the system of study and examinations and the lack of guidance and counselling.

Concluding his article, the writer described the manner in which future doctors develop an integrative personality. This could be

achieved, he added, through a closer relation between professors and students and through encouraging and developing the medical student's abilities and talents.

Faculties of Medicine - Post Graduate Studies

41. 'Abdul 'Aziz, Ahmed, "Post Graduate Studies in Kasr El-Aini Faculty of Medicine; A University Vision", (Al-Dirasaat Al-'Ulia fi Kulliyat Tibb Kasr El-'Aini; Ru'ya Jami'iyyah), "Al-Ahram" newspaper, 104th year, Issue No. 33377, Cairo, (April 29, 1978), p 3.

Commending the decision to annex Nasser Institute for Post Graduate Medical Studies to Cairo University Faculty of Medicine, the writer said that attempts have been made since 1941 at establishing a center for specialized studies affiliated to the Faculty of Medicine. He emphasized that science should be linked to teaching and advanced therapeutic centers should be linked to centers of medical research.

Talking on Nasser Institute, the writer stressed the need for defining the fields of specialization in which higher studies are offered. He also mentioned that the Institute should have clear-cut powers, enabling it to ensure the proper functioning of its machinery and to provide the necessary academic efficiency.

The writer also advocated the dispatch of Egyptian youth on educational missions in order to acquire the necessary training in specialized centers abroad, particularly in the fields of study most needed in Egypt.

Concluding his article, the writer said that the annexation of Nasser Institute to Cairo University Faculty of Medicine (Kasr El-'Aini) is an indication of the care and welfare extended to the Egyptian Man.

Labor Universities

42. El-Demlawi, 'Abdul Meguid, "Labor University, a Necessity", (Al-Jami'aah Al-'Ummaliyyah Darourah), "Al-Akhbar" newspaper, Cairo, 26th year, Issue No. 8102, (June 4, 1978), p 7.

In this article, the writer reviews a report prepared by the Labor Cultural Foundation on the development of labor culture and training. He described the circumstances in which this report was drawn, mentioned the organizations and bodies which took part in its preparation then dealt with the subjects covered in this report and the recommendations adopted therein.

Among these recommendations are: the development of the technical and administrative set-up of a proposed university for labor studies, with the present labor institutes serving as nucleus for the university, the provision of the suitable conditions for laborers to sit for examination in this university, the provision of the educational channels which gear laborers to joining the university and the training of labor leadership in the proposed university, mentioning some fields of training to be offered.

In conclusion, the writer described the role of the projected labor university in the service of the society, economically and politically.

Teaching Bodies

43. Abdul Kader, Mohamed Mahmoud, "Universities and the Science and Faith State", (Al-Jami'aat Wa-Dawlat Al-'Ilm Wal-Iman), "Al-Rayed", magazine of teachers, 23rd year, Issue No. 2, Cairo, (June 1978), pp 22-23.

After enumerating the important corner stones on which the State bases its progress, the writer mentioned universities as one of these important corner stones and indicated the vital role played by universities in developing sciences and promoting academic research.

Commenting on university autonomy as a vital factor in university progress, the writer described the basic principles embodied in the Universities Re-Organization Law No. 49 of 1972 which had been instrumental in spreading recklessness and lack of responsibility in universities, especially when this Law abolished the job of a Chair Professor.

Underlining the job of a Chair Professor, the writer said that universities both in the East and in the West accommodate this job in their organizational set-up. He then reviewed the functions of a Chair Professor, the manner in which he is chosen and the influence such Professor exercises on academic activities as was the case following the 1952 Revolution when this job was established.

Dealing with the job of Department Head, the writer indicated the manner in which this job is filled and described the factors which help the Department Head in performing his duties.

Concluding his article, the writer called for a reconsideration of the existing conditions in universities and a re-introduction of the abolished job of Chair Professor.

Teaching Bodies - Conditions

44. Al-Lakani, Farouk, "University Professors' Claim for their Right is no Blackmail", (Laysa Ibtizazan an Yutalib Rijaal Al-Jami'ah Bi-Huquqihm), "Al-Gumhouriah" newspaper, Cairo, 25th year, Issue No. 8870, (April 11, 1978), p 5.

Commenting on a previous article which did injustice to university teaching bodies who are claiming their rights, the writer advanced a series of arguments to substantiate his views on doing justice to these bodies.

Reviewing the social and economic conditions under which university teaching bodies are living, the writer said that only a small percentage of them is permitted to open private clinics or offices. The remunerations they receive for overtime and for correcting examination papers are trivial.

In conclusion, the writer drew a comparison between the responsibilities assumed by judges and those assumed by university professors saying that teachers must receive just treatment and have every right to expect treatment on equal footing with other professional categories enjoying special salary scale.

Teaching Bodies - Duties

45. Soliman, 'Abdul Aziz, "Would Professors Devote all their Time to University Work", (Hall Yatafarragh Al-Asatizah Lil-'Amal Al-Jam'i?), "Al-Ahram Al-Iqtisadi" magazine, Cairo, Issue No. 545, (May 1, 1978), p 44.

The writer began his article with a review of the position taken by university teaching bodies during the discussions and studies

conducted with the purpose of determining the features of the new University Law. He insisted that the new Law should expressly provide for devotion by university professors of their full time for academic work.

In the opinion of the writer, such full time devotion would solve the problem of academic text books, enable professors to supervise post-graduate students, ensure that professors remain in their respective faculties and check the tide of loaning or seconding professors to outside universities.

Concluding his article, the writer indicated that full time professors should receive higher salaries than the modest ones they now cash.

Teaching Bodies - Qualification

46. El-Sebaci, Labib, "Training of Faculty: Sending Educational Missions Abroad or Qualifying Them Internally? A University Issue", (I'daad Hayaat Al-Tadrees Bil-Jami'aat bayna Al-Ifaad Lil-Kharej Wal-Taaheel Bil-Dakhil), "Al-Ahram Al-Iqtisadi", (Cairo), Issue No. 547, (June 1, 1978), pp 44-45.

Following a description of the present policy adopted in qualifying members of teaching bodies in universities, the writer reviewed the circumstances which led to the adoption of a recommendation whereby educational missions consisting of demonstrators and assistant teachers sent abroad for obtaining their Ph.D. were limited.

In an interview on this issue with the Director of the Egyptian Educational Mission in Bonn, the Director advocated a new policy aimed at deepening the channels of communication between Egyptian and foreign professors through joint projects and reciprocal registration for academic degrees. He showed how this new policy may be put into practice and how it would help in the academic qualification of scholars.

Concluding his article, the writer indicated with the aid of figures how this new policy would cut down budgetary appropriations for educational missions, save hard currency and increase the number of beneficiary scholars.

47. 'Aref, Mahmoud, "Straightening the Inverted Pyramid in the New Salary Scale for University Teaching Bodies", (Tasheeh Al-Haram Al-Maqlub fi Mashrou' Kadr Al-Jami'aat Al-Jadeed), "Al-Akhbar" newspaper, 26th year, Issue No. 8051, Cairo, (April 5, 1978), p 12.

The writer started his article with a review of the general trends which emerged when the Higher Council for Universities discussed the projected salary scale for university teaching bodies. He then divided his article into two parts.

In the first part, the writer dealt with the privileges exclusively enjoyed in the projected salary scale by University Presidents with no parallel privileges set for professors. He described the important role played by professors in the educational process and in academic research, saying that this situation should be rectified for their benefit.

The second part was devoted to a review of the Supreme Council for Universities' discussions on the creation of a new job for Distinguished Professors. After assimilating this job to the abolished job of Chair Professors, the writer said that professors of such calibre should be made use of in (the university's) administrative affairs.

48. Kassem, 'Adel Hassan, "No Objection to Equating University Salary Scales to Judges' Salary Scales, Provided...", (La Mani' min Musawaat Kadr Al-Jami'aat Bi-Kadr Al-Qudaah, Bishart...), "Al-Akhbar" newspaper, 26th year, Issue No. 8052, Cairo, (April 6, 1978), p 5.

The writer began his article with a review of the privileges enjoyed by judges and explained the reasons justifying such favoured treatment. He drew a comparison between the efforts exerted by judges in discharging their assigned duties and the efforts deployed by university teaching bodies, saying that university professors perform outside additional work for which they are rewarded.

He went on to say that if the judges' salary scale is to apply to university teaching bodies, it should apply in full, with all its privileges and restrictions. After reviewing the restrictions imposed on judges, he mentioned the corresponding restrictions which should be imposed on university teaching bodies, saying that

the general rules of law applying to civil servants should be adhered to at the time of working out the new university salary scale. In this manner, the writer concluded, universities would enjoy the backing of distinguished academic personalities and the general standard of university students would be enhanced.

49. Shatlah, Mohamed Nagui, "Point of View on the New Salary Scale Projected for Universities", (Wijhat Nazar fi Mashrou' Al-Kadr Al-Jadeed Lil-Jami'aat), "Al-Akhbar" newspaper, 26th year, Issue No. 8055, (April 10, 1978), p 3.

Highlights of the projected salary scale for university teaching bodies are reviewed by the writer who mentioned the prerequisites for appointment and promotion in university teaching jobs and showed how such jobs differ from other jobs covered by special salary scales.

Regarding the newly-introduced job of "Distinguished Professor", the writer indicated how it differs from the abolished job of Chair Professor, relating the causes for abolishing the latter.

Replying to the row over the number of professors which is said to be in disproportion with the number of teachers and assistant professors, the writer said this is also true in American universities.

In conclusion, the writer ridiculed a suggestion calling for advertising professors' jobs in newspapers, saying this suggestion will not lure any professors to work in provincial universities.

50. 'Aref, Mahmoud, "It Is A Salary Scale for University Presidents", (Innahu Kadr Rusasa Al-Jami'aat), "Al-Akhbar" newspaper, 26th year, Issue No. 8057, Cairo, (April 12, 1978), p 12.

After reviewing the highlights of the reports made by the state council on the projected university salary scale, the writer called for an exercise of patience in discussing all aspects of this subject.

Relating the criticism levelled against the projected salary scale, the writer said it would be wrong to link salaries of different bodies enjoying special salary scales. He also mentioned that payment of allowances to Deans, Vice-Deans and Department Heads to the

exclusion of all other members of the teaching or research bodies in universities would result in competitions over higher administrative jobs.

In conclusion, the writer said that the teaching bodies in the Universities of Assiut and Tanta have advanced suggestions for determining allowances for supervisory jobs and giving professors their well-deserved rights. This, he added, would reflect favourably on work in universities and scientific research institutes and centers.

51. El-Sebaei, Labib, "Ambiguity ... and the New Salary Scale for Teaching Bodies", (Al-Ghumud ... Wal-Kadr Al-Jadeed Li-Hayaat Al-Tadrees), "Al-Ahram Al-Iqtisadi" magazine, (Cairo), Issue No. 544, (April 15, 1978), pp 26-27.

The writer began his article with an account of the discussions which took place in the meeting of the Supreme Council for Universities on the projected salary scale for university teaching bodies. He linked the projected salary scale with the one actually applying to members of the judicial system. He went on to review in detail all salaries and allowances payable under the new salary scale to each member of the university body, from the demonstrators at the first step of the ladder to the University President at the top.

After reviewing the problems and queries concerning the new salary scale discussed in the Supreme Council for Universities, the writer stressed the importance of discussing these problems by the teaching bodies themselves in order to find solutions for any difficulty arising in the course of application and to reply to every query made.

52. 'Aref, Mahmoud, "The People's Assembly Has A Say on the Projected Salary Scale", (Majlis Al-Sha'ab Yaqoul Kalimatahu fi Mashrou' Al-Kadr), "Al-Akhbar" newspaper, 26th year, Issue No. 3063, Cairo, (April 19, 1978), p 12.

After relating the demands lodged by university professors in connection with the projected salary scale for university teaching bodies, the writer said the projected scale has been reasonable in recognizing the significance of professorship.

He went on to review the privileges decreed for university Presidents, Vice-Presidents and Deans of Faculties, then gave an account of two meetings held for discussing the projected salary scale, one held at Cairo University by university Presidents and Vice Presidents and the other held at Cairo University Teachers' Club by representatives of the Clubs' Teaching Bodies.

After pointing to the role of a university professor in the teaching process and in the building of the Egyptian Man, the writer said professors should be granted their merits and rights.

In conclusion, he explained the role of the People's Assembly in debating and eventually adopting the new salary scale, then called upon deputies to rectify the wrong aspects of this bill when presented for parliamentary debate.

53. Kassem, 'Adel Hassan, "University Salary Scale ... Once More", (Kadr Al-Jami'aat ... Marrah Ukhra), "Al-Akhbar" newspaper, 26th year, Issue No. 8064, Cairo, (April 20, 1978), p 5.

The writer began his article with a summary of a previous article he had written and was published in the same newspaper on April 6, 1978 on the same subject. He replied to all sorts of criticism levelled against the views contained in his article and outlined all points of view made on the projected salary scale.

Stressing the need for guarantees which would ensure that the new salary scale is put into effect, the writer focussed on the following subjects: full devotion of the university professor to academic work and supervision of students and scientific research, solving the problem of text books for the best interests of the student and the professor alike and establishing a clear-cut job classification for all university teaching jobs to eliminate any discrepancy in salaries.

Concluding his article, the writer stressed the need for constructive criticism and democratic dialogue in rectifying any errors appearing at the time of putting the new salary scale into effect.

54. Baridi, Mohamed Hafez, "Opinion on University Salary Scale", (Raay fi Kadr Al-Jami'aat), "Al-Gumhouriyah" newspaper, 25th year, Issue No. 8882, Cairo, (April 23, 1978), p 5.

Commenting on an article published in an earlier issue of Al-Gumhouriyah newspaper on the university salary scale, the writer pointed to the distorted facts contained in the article, then compared the salary received by a university member of faculty with that received by a secondary certificate holder who works in contracting companies and banks or even with the income derived by a preparatory or secondary teacher from private tutoring.

The writer then indicated that lecturers and assistant teachers in universities are required to purchase expensive books, reference material and samples in addition to the cost of living burdens they assume. It is, therefore, vital that members of the teaching bodies in universities receive adequate material remuneration from their university work in the interest of their academic achievements and for the benefit of the Egyptian society.

55. 'Ammar, El-Sayyed Mohamed, "Defending University Salary Scale", (Difaa' 'an Kadr Al-Jami'aat), "Al-Akhbar" newspaper, 26th year, Issue No. 8067, Cairo, (April 24, 1978), p 5.

After reviewing the points raised in a previous article on the same subject, the writer refuted the allegations contained in that article about the need for freezing the jobs of university teaching bodies.

He went on to mention the professional categories who enjoy a special salary scale and explained the reasons for establishing these scales and how they are compared to the salary scale of judiciary bodies.

The writer then related the justification for paying higher salaries to teachers than to other categories, saying that teachers are treated unjustly if compared to judges. He, further, compared the status of university professors in Egypt with that of their counterparts in some socialist and capitalist communities.

In conclusion, he reviewed the highlights of the salary scale of teaching bodies and subordinate staff as drafted by Mansurah University Club of Teaching Bodies, pointing to the advantages inuring to demonstrators and assistant teachers pursuant to this scale. He ended by giving his own opinion on the scale.

56. 'Aref, Mahmoud, "Why Don't We Separate the Salary Scale from the Academic Titles?", (Limaza la Nafsil Al-Kadr Al-Mali 'an Al-Alqaab Al-'Ilmiyyah?), "Al-Akhbar" newspaper, 26th year, Issue No. 8069, Cairo, (April 26, 1978), p 12.

At the beginning of his article, the writer reviewed the highlights of a study prepared by the University of Assiut on the organization of job structures among university teaching bodies in scientific faculties, in which the University showed that opening promotion opportunities before teaching bodies has helped in overcoming the shortage in scientific teaching bodies in provincial universities.

Explaining how the problem of shortage may be tackled, the writer said that the financial treatment of teachers should be separated from the academic titles they carry. Qualified faculty should be given the chance of promotion from the job of a teacher to full professorship without having to go through the intermediary job of assistant professor. The writer mentioned the conditions required to qualify for such promotion and showed how this practice produces a higher standard of academic work on the part of the teaching bodies.

After citing examples of the practice in West Europe and the U.S., the writer said that new professors come with new ideas aimed at promoting academic work and create new schools of science.

Teaching Bodies - Foreign Language Teachers - Salary Scales

57. 'Aref, Mahmoud, "Teachers of Foreign Languages; Where do They Fit in the Projected Salary Scale?", (Mudarrisou Al-Lughaat Al-Ajnabiyyah; Ayna Makanuhum fi Mashrou' Al-Kadr?), "Al-Akhbar" newspaper, (Cairo), 26th year, Issue No. 8087, (May 17, 1978), p 12.

Following a brief review of the articles published earlier on what university professors expect from the new salary scale, the writer said that foreign language teachers in universities should be given the same rights.

He then explained the role of this category of teachers saying that credit goes to them in ameliorating the general standard of foreign languages among university students. Their work is interrelated with that of university professors, the writer said.

Stressing the need for evaluating anew the conditions of foreign language teachers, the writer said their long years of service in teaching have gained them a valuable experience in teaching.

In conclusion, the writer pointed to the role of the Supreme Council for Universities in determining where these teachers belong in the new salary scale and in giving them their well-deserved rights insuring their stability in work.

Universities - Duties

58. Iaqusha, Rif'at, "The University: Away from Salary Scales and Akin to Millions of Simple People", (Al-Jami'ah Ba'idan 'an Al-Kadr ma' Malayeen Al-Busataa), "Al-Akhbar" newspaper, (Cairo), 26th year, Issue No. 8080, (May 9, 1978), p 5.

The writer started his article saying that universities, newspapers and art have a new role to play in order to develop the Egyptian society.

Commenting on the issue of University salary scale, the writer said that this matter is of secondary importance, nevertheless it was magnified by the press when introduced to the public opinion. The writer added, there is no doubt that university teaching bodies have every right to receive their entitlements as set forth in a fair salary scale.

He went on to say that the university's more serious function is to deepen the meaning of methodology in the society as contrasted to improvisation and haphazardness. Universities should utilize all cultural possibilities for the benefit of the educated people and should encourage creativeness and inventions.

Concluding his article, the writer showed how this new role of universities enhances the advancement of the Egyptian society.

University Education - Problems

59. El-Sebaei, Labib, "A University without Fences; A University Issue", (Jami'ah bidun Aswaar; Qadiyyah Jami'iyyah), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 545, Cairo, (May 1, 1978), pp 43-44.

After reviewing the highlights of the academic conferences held upon the promulgation in 1971 of the law governing universities, the writer mentioned the economic and social aspects of university work

as visualized by professors and underscored the universities' leading role in tackling Egypt's economic, social and cultural problems.

As an example of the universities' positive contributions to the society, the writer quoted the President of Cairo University's talk on the role of his university in laying down the principles of a new concept of democratic socialism aimed at safeguarding food security and solving national and other problems.

He also cited the example of 'Ain Shams University in collaborating with the Smithsonian Institution of America in exploring the wealths deposited in Egyptian deserts.

In conclusion, the writer reviewed the preliminary results of the scientific research conducted by university professors in Egyptian deserts with the aim of working out practical solutions for the problems faced by the Egyptian society.

60. Soliman, 'Abdul 'Aziz, "Ideas for Solving University Problems", (Afkaar Li-Hall Mashakil Al-Jami'aat), "Al-Gumhouriyah" newspaper, Cairo, 25th year, Issue No. 89323, (June 3, 1978), p 5.

The writer began his article with an explanation of the evils of the present law governing universities, saying that a new law should be enacted for the respective case of each university, if present problems of university education are to be overcome.

Enumerating the principles which the new university laws should embody, the writer mentioned the following: that promotion of university staff should give prime importance to the candidate's participation in developing post graduate students as a step towards offsetting the shortage in teaching bodies, that text books written for academic purposes should be perfected as to content and availability, that professors should devote all their time to university work thus helping in finding solutions for university education and that universities should play an effective role in solving the society's present problems.

University Education - Tuition Fees

61. Soliman, 'Abdul 'Aziz, "Should We Stop Subsidizing University Education?", (Hall Narfa' Al-Da'm 'an Al-Ta'leem Al-Jami'i?), "Al-Gumhouriyah" newspaper, Cairo, 25th year, Issue No. 8937, (June 17, 1978), p 5.

Commenting on the various views calling for restricting university education and exacting tuition fees from university students, the writer said that the upholding of these views would undermine the principle of equal opportunities.

The writer proposed, as an alternative, a reform of the system of university education which would reduce the number of admitted students. From the beginning, education should be divided into three branches: a vocational branch, a technological branch and an academic branch. He mentioned, by way of example, the subjects to be studied in each branch.

He went on to emphasize the role of local administrations in selecting the educational system most suitable for the local environment. This, in turn, would reduce the present heavy demand on universities.

Dealing with the causes of student failure in their university education, the writer mentioned four causes: the fact that the branch of study does not conform with the student's inclinations, the excessively high level of the academic subjects, the teaching method and the system of examination. He showed how such failure undermines the principle of equal opportunities in education, then suggested a policy whereby failure students could be taken care of.

University Graduates - Public Service

62. Ramadan, 'Abdul Azim, "University Graduates between Paving Sidewalks and Suppressing Mental Faculties", (Khirrijou Al-Jami'ah bayna Tableet Al-Arsifah Wa Tableed Al-'Uqul), "Al-Gumhouriyah" newspaper, 25th year, Issue No. 8891, (May 2, 1978), p 5.

Commenting on the proposed plan of employing holders of university degrees in paving roads and similar public service work, the writer took a critical attitude, saying that this plan only produces adverse effect on the mental faculties of these graduates.

Moving to the problem of illiteracy in Egypt and describing its volume and the serious proportions it has taken and, further, enumerating the causes for deferring the complete wiping out of this problem, the writer said that university graduates would be more fruitfully employed if mobilized in fighting this scourage.

The writer explained how enthusiastic young men would be in performing this national duty and putting an end to illiteracy adding that eradication of this problem would step up production and speed Egypt's urban progress.

Concluding his article, the writer said that this undertaking is more worthy of the efforts of young men than any manual work in which their energies are wasted and squandered.

University Stage

63. Fathallah, Sanaa, "The Mask of Universities", (Qnaa' Al-Jami'aat), "Al-Akhbar" newspaper, 26th year, Issue No. 8067, Cairo, (April 24, 1978), p 12.

In her introduction, the writer underlined university theatres' mission in promoting and stimulating students' intellect and spirit.

She went on to review the problems from which university theatres are suffering both in Cairo and 'Ain Shams Universities, not to mention provincial universities. She suggested that provincial universities cooperate with their respective Governorates in promoting theatrical activities at nominal prices, casting the plays on the stages established in popular cultural palaces.

Concluding her article, the writer reviewed the universities' theatrical activities in 1977/78, indicating in what respects this or that university excelled and mentioned the prizes awarded and the famous plays acted.

FEMININE EDUCATION

64. Mehrez, Zeinab, "Feminine Education; Egypt's Experience in this Field and the Extent to which this type of Education is Now Needed", (Al-Ta'leem Al-Nisawi; Khibraat Misr fi Majalihi Wa-Mada Al-Hajah ilayhi Haliyyan), A.R.E., National Council of Education, Scientific Research and Technology (NCESRT), "Taqreer 'an ba'd Al-Tajarib Wal-Mashrou'aat Al-Sabiqah fi Tareekh Al-Ta'leem fi Misr", (Preliminary Report on Some Earlier Experiments and Projects in the History of Education in Egypt), Cairo, 1978, 13 Stencil pages.

Following a definition of feminine education, the writer traced this type of education in Egypt from its early beginnings in 1873 until the year 1977/78, giving a comprehensive account of its aims and the developments they have gone through.

The writer's article is then divided into three parts. In the first part, she dealt with the pre-secondary level of education in which feminine education was practiced in Egypt before the eruption of the 1952 Revolution. Then followed a review of the major feminine institutes for higher education. The writer then proceeded to a description of the present status of feminine education in Egypt, mentioning the reasons for its shrinkage.

The second section of the article deals with the developments undergone by feminine education upon its incorporation into the plans of academic education in the different stages of education since 1911.

In the third section, the writer indicated the extent of interest shown in feminine education as reflected in the programmes of public services offered to adults.

Concluding her article, the writer indicated to what extent the present Egyptian society needs feminine education or home economics programmes. Some proposals for the backing and development of this type of education were advanced by the writer.

GRADUATES
Statistics

65. "School Graduates and their Percentage to Students in Final Years", (Al-Khirrijoun min Al-Madares Wa-Nisbatuhum min Talameez Al-Sufuf Al-Nihaiyyah), "News of the National Specialized Councils", (Akhbar Al-Majalis Al-Qawmiyyah Al-Mutakhasisah), Cairo, Issue No. 4, (June 1978), pp. 77 - 85.

According to its introduction, this study is intended to serve as a guide in forecasting numbers of graduates in future years and to explain the significance of the rate of graduates to the number of students in the final years of the various educational stages, i.e. the primary, preparatory, general secondary and technical secondary (including industrial schools for boys and girls and agricultural and commercial schools).

Then follow six statistical tables giving data on graduates in the various stages of education and their rate to the number of students in the final years of each stage and type of general and technical education in the last ten years from 1967/68 to 1976/77.

GRADUATES OF ELEMENTARY SCHOOLS OF TEACHERS
Problems

66. Rashed, Ahmed, "Case Involving Seventy Thousand Teachers in Egypt", (Qadiyyat Sab'in Alf Mu'allim fi Misr), "Al-Gumhouriayh" newspaper, 25th Year, Issue No. 8875, Cairo, (April 11, 1978), p. 5.

In this article, the writer dealt with the problems of seventy thousand teachers in Egyptian schools who, many years ago, graduated from the then-existing elementary schools of teachers which were closed following the establishment of teacher training colleges and faculties of education.

The writer described the valuable efforts deployed by these teachers who served the teaching profession over many years and to whom credit goes for the promotion of education in Egypt. He also described the system of education in the elementary schools of teachers, the duration of study, the subjects taught and the training undergone by each student before graduation.

The writer further, reviewed the categories of students who studied and graduated at the hands of these dedicated teachers over many years.

With the issuance of Law No. 83 of 1973, however, this particular category of teachers has been hard hit. In the salary scale, they were left to lag behind and were surpassed by teachers who graduated more than fifteen years later from teacher training colleges.

Concluding his article, the writer urged the competent quarters to rectify the condition of these teachers, explaining how this would reflect on their performance.

HISTORY OF EDUCATION
Experiments - Egypt

67. A.R.E., National Council for Education, Scientific Research and Technology (NCESRT), "Preliminary Report on Some Earlier Experiments and Projects in the History of Education in Egypt", (Taqreer Mabadaei 'an ba'd Al-Tajarib Wal-Mashrou'aat Al-Sabiqah fi Tareekh Al-Ta'leem fi Misr), Cairo, 1978, carrying different numbering (in stencil form).

This document falls into three parts.

Part 1 consists of an introduction on the meaning of experiment and the reasons for adopting a large number of educational experiments in Egypt .

The second part presents a review of the experiments undertaken in the stages of kindergarten, basic education and secondary level and in examination systems and feminine education.

The third and last part contains recommendations calling for benefiting by previous experiments in drawing up a new educational policy, training teachers who believe in the theories derived from experiments, provision of the necessary funds for consolidating and developing education, linking school activities to the environment, developing the system of admission in universities and benefiting from the method of first hand experience in all stages of education.

Two lists are appended to the document. The first contains names of the members of the Committee on Earlier Experiments and Projects in the History of Education in Egypt and the second contains names of all contributors to the research work incorporated in the document.

HOME ECONOMICS
Reports

68. Hasheesh, Shweikar, "Report by Committee on the Modernization of Home Economics", (Taqreer Lajnat Tahdeeth Maddat Al-Iqtisad Al-Manzili), Cairo, National Center for Educational Research, 1978, 33 pages.

Reviewing this Report, the writer gave an account of the circumstances in which this Committee was formed, its members and the functions of each member.

Then followed a review of a proposed working paper for exploring the possibilities of modernizing home economics in the light of the scientific and academic research. Areas of modernization affecting curricula were defined.

The Report enumerated the general objectives of the curricula of home economics and described the stages of development through which this subject has gone as constituting part of school curricula.

Dealing with the different aspects of family education, the Report focussed on food and nutrition, clothes and fabrics, children, family relationships, household management, family economics and the home with its furniture and appliances.

Two questionnaires were reviewed, one aimed at investigating the contemplated contents in family education courses and the other aimed at determining the extent of interest in such courses.

In conclusion, the Report mentioned the steps contemplated in 1979 for putting into effect the outcome of the two questionnaires.

89. Nouh, Ahmed Ahmed, "Illiteracy and Backwardness are Two Faces of the Same Challenge Egypt Must Face", (Al-Ummiyyah Wal-Takhalluf fi Misr Wajhaan Li-Tahaddin Wahid Yajib Mumajahatuhu), "Al-Ahram" newspaper, (Cairo), 104th Year, Issue No. 33382, (May 4, 1978), p. 3.

Following an introduction on man's ambitions to attain a better life and how illiteracy impairs this aim, the writer reviewed the rates of illiteracy in the world from 1960 to 1970, then mentioned its rates in 1970 in North America, Latin America, Europe, the Soviet Union, Asia, Arab Countries including Egypt, and Africa, describing the efforts exerted at the level of the Arab region to wipe out this scourage.

Moving to the problem of illiteracy in Egypt, the writer reviewed its proportions between 1917 and 1975, reviewed the political, economic and social effects of Egypt's lag in eradicating illiteracy and described the steps taken by Egypt in the field of literacy and adult education since the 1919 Revolution and until Law No. 67 of 1970 was promulgated for checking illiteracy and educating adults.

Talking on the Supreme Council for Adult Education and Eradication of Illiteracy, the writer related its history since it was created, described its constitutions and defined its powers.

Concluding his article, the writer reviewed some suggestions for the complete wiping out of the problem of illiteracy, mentioning in particular the vital importance of eradicating functional illiteracy and describing the principles and programmes entailed.

LEGISLATIONS

Agricultural Schools - Agricultural School Transformed into Experimental School for Training Technicians

70. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 87 Dated April 20, 1978 in Connection with the Transformation of the Agricultural Secondary School in Musturud (Following the 3-Year System) into an Agricultural Technical Experimental School for Food Processing, Following the 5-Year System, for the Purpose of Training Technicians", Cairo, Cabinet of the Minister, Ministry of Education, 1978, 4 stencil pages.

This Resolution consists of seven articles.

The first article provides for the transformation of the 3-year system Musturud Agricultural Secondary School into a 5-year system agricultural technical experimental school. It expounds the aim of such school and the denomination given to it.

Article 2 enumerates the fields of specializations included in the school and the steps involved in this respect.

The third article deals with the distribution of school subjects and curricula, while Article 4 specifies the law applying to the school.

The date on which the school is to be opened is specified in Article 5. Students already enrolled under the 3-year system are attended to in Article 6.

The seventh and last article provides for the publication of the Resolution and fixes the date of its coming into effect.

The annexed appendice elaborated on the school's educational policy and the duration of study, calculated in weeks, in the academic year.

Industrial Schools - Decorative Art School Transformed into Experimental School for Training Technicians

71. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 86 Dated April 20, 1978 in Connection with the Transformation of Tanta Secondary School for Decorative Art in Gharbiyah Governorate (3-Year System) into an Industrial Technical Experimental School (5-Year System) for the Training of Technicians", Cairo, Cabinet of the Minister, Ministry of Education, 1978, 8 stencil pages.

This Resolution consists of seven articles and six appendices.

Article 1 provides for the transformation of Tanta Secondary School for Decorative Art into a 5-year system Experimental School. It specifies the aim of such school and the name given to it.

The second article enumerates the industries catered for by the school and the steps involved in training on them.

Article 3 is concerned with the distribution of school subjects contained in the study plan.

The fourth article specifies the law applicable to the school.

The date on which the school opens is given in Article 5.

The sixth article is concerned with the case of pupils already enrolled in the school under the 3-year system and how to handle the situation arising from the school transformation.

The seventh and last article provides for the publication of the Resolution and fixes its effective date.

Six appendices are annexed to the Resolution dealing with the school's general educational policy and the curricula requirements in the specialized fields of spinning, weaving, textile processing, knitting and ready-made clothes.

Industrial Schools - Establishment

72. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 92 Dated April 20, 1978 in Connection with the Establishment of a Mechanical Secondary School for Boys in Qena (Following the 3-Year System)", Cabinet of the Minister, Ministry of Education, 1978, 2 stencil pages.

This Resolution consists of five articles.

Article 1 specifies the location of the school and the name given to it.

The second article enumerates the industries with which the school is concerned and the steps involved in teaching these industries.

Article 3 specifies the law which applies to the school and its students.

The fourth article fixes the date on which the school opens.

The fifth and last article is concerned with the publication of the Resolution in the Official Gazette and the date of its coming into force.

73. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 90 Dated April 20, 1978 in Connection with the Establishment of an Industrial Secondary School for Boys (3-Year System) in Armant, Governorate of Qena", Cairo, Cabinet of the Minister, Ministry of Education, 1978, 2 stencil pages.

This Resolution consists of five articles.

Article 1 specifies the location of the school and the name given to it.

The second article lists the industries covered by the school and the steps involved in teaching these crafts.

Article 3 defines the law applicable to this school and its students.

The fourth article specifies the date on which the school opens, while the fifth and last article provides for the implementation and publication of this Resolution.

Industrial Schools - Transformation of Schools into Experimental Ones for Training Technicians

74. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 85 Dated April 20, 1978 in Connection with Transforming the 3-Year System Mohamed Saleh Harb Mechanical Secondary School in the Governorate of Asswan into a 5-Year System Industrial Technical Experimental School for the Training of Technicians", Cairo, Cabinet of the Minister, Ministry of Education, 1978, 7 stencil pages.

This Resolution consists of seven articles and five appendices.

Article 1 provides for the transformation of Mohamed Saleh Harb Mechanical Secondary School in the Governorate of Asswan into an experimental school, sets forth the school's aim and specifies its new denomination.

The second article enumerates the industrial subjects taught in this school and describes how to tackle them.

Article 3 is concerned with the distribution of school subjects, while the fourth article specifies the law applicable to this school.

The date on which the school is to be opened is mentioned in Article 5, while the sixth article deals with the treatment to be given to the students actually enrolled in the school under the 3-year system.

The seventh and last article provides for the publication and implementation of the Resolution.

Appendices give details of the school's policy and curricula in the specialized fields of mechanical engineering, automative engineering, electrical engineering and electronics engineering.

Industrial Education - Weaving School Transformed into Experimental School for Training Technicians

75. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 84 Dated April 20, 1978 in Connection with the Transformation of Cairo Secondary School for Weaving in Shubra, Cairo Governorate, Following the 3-Year System, into an Industrial Technical Experimental 5-Year System School for Training Technicians", Cairo, Cabinet of the Minister, Ministry of Education, 1978, 8 stencil pages.

This Resolution falls into seven articles and six appendices.

According to Article 1, Cairo Secondary School of Weaving adopting the 3-year system, is transformed into an experimental school. The article specifies the aim of such school and its new denomination.

Article 2 enumerates the industries for which the school caters and the steps involved in this respect.

The third article deals with the distribution of educational subjects and curricula.

Article 4 specified the law under which this school is subject, while the fifth article fixes the date on which the school opens.

Students already enrolled in the school and following the 3-year system are dealt with in Article 6.

The seventh and last article provides for the publication of the Resolution and sets the date of its coming into force.

Attached appendices contain the school's general educational policy and curricula requirements in the specialized fields of spinning, weaving, textile processing, knitting and ready-made clothes.

See also: 70-77, 81, 82, 91, 105, 113.

MINISTRY OF EDUCATION

Organization

76. A.R.E., Legislations, Laws, Regulations ..., etc., "Ministerial Resolution No. 70 Dated April 1, 1978 in Connection with the Organizational Structure of the Ministry of Education's Central Offices", Cairo, Cabinet of the Minister, Ministry of Education, 1978, 9 stencil pages.

The first of this 4-Article Resolution enumerates the Supreme Councils presided over by the Minister and lists the Directorates-General, the respective Directorates reporting to the Cabinets of

the Minister and Deputy Minister and the various Directorates in the Sectors of Primary Education, Preparatory and Secondary Education, Technical Education, Educational Services, Central Services and Administrative Development and Secretariat-General.

Article 2 mentions the respective Ministerial Resolution specifying the job requirements for the different machineries of the Sector of Development and the Cabinet of the Under-Secretary and explaining the functions of each Sector and machinery.

The third article specifies the functions of the respective supervisors in each Sector in matters dealing with the coordination of manpower within each Sector and defines the powers of the Deputy Minister in this respect.

The fourth and last article is concerned with the enforcement of the Resolution and its effective date.

PERSONNEL

Transfer

77. A.R.E., Legislations, Laws, Regulations ... etc., "Circular No. 15 Dated May 14, 1978 in Connection with the Steps for Implementing Transfers and Appointments in Higher Jobs during the School Year 1978/79", Cairo, Cabinet of the Minister, Ministry of Education, 1978, 6 stencil pages.

As an introduction to the 4-part Circular, an indication is given on how compliance with its contents would provide equal opportunities for all employees in one and the same job level and in all fields of specialization throughout the different Governorates.

Part 1 deals with the horizontal line of job levels in respect to employees engaged in primary education in the years 1958 and 1962.

The second part is concerned with employees in preparatory and equal levels and technical schools.

In Part 3, a timetable is given of the dates on which transfers and appointments in higher jobs are effected, whether in the primary, preparatory and secondary stages or in teacher training colleges and technical education (agricultural, industrial and commercial).

Part 4 sets forth the control measures ensuring the proper functioning of the system of transfers and appointments.

PHYSICAL EDUCATION INSTRUCTORS

Secondary Schools

78. Moursi, Suhair Bedeir Ahmed, "Efficiency of Physical Education Instructors in the Secondary Stage and how it Relates to Professional and Non-Professional Inclinations and some other Variables", (Kafa'at Mudarrisee Al-Tarbiyah Al-Riyadiyyah Bil-Marhalah Al-Thanawiyyah Wa-'Ilaqatuha Bil-Mayl Al-Mihni Wal-lamihni Wa Ba'd Al-Mutaghayyeraat Al-Ukhra), "Sahifat Al-Maktabah", (Library Magazine), 10th year, Issue No. 2, (April 1978), pp 57-66.

This is a research work undertaken by the writer to determine the degree of efficiency of secondary school instructors of physical education with particular reference to those working in the Governorate of Alexandria.

The writer started with an indication of the role of physical education instructors in luring youngsters into taking part in athletic activities.

After explaining why she chose this topic for her research, the writer mentioned the factors which contribute towards enhancing the efficiency of physical education instructors. She then moved to a review of the problems at hand, the aim of the research and the sample and tools used in carrying out the practical aspects of the study.

The writer's findings are then elaborated. They indicate the degree of efficiency of physical education instructors in secondary schools, the relation between such efficiency and professional and non-professional inclinations, the relation between the samples' degree of efficiency and sex, number of children, age and length of teaching career and, lastly, the most prevalent basic characteristics for the success of physical education instructors in the secondary stage.

POST GRADUATE STUDIES

Organization

79. El-Kadi, Mahmoud, "Suggestions for the Proposed Faculty of Post Graduate Studies", (Iqtirahaat Li-Kulliyat Al-Dirasaat Al-'Ulia Al-Muntazarah), "Al-Gumhouriyah" newspaper, 25th year, Issue No. 8902, Cairo, (May 13, 1978), p 5.

Following an outline of a previous article by the same writer on the problem of post graduate studies in Egypt and a review of the recommendations adopted by the Conference of Egyptian Cultural Counsellors abroad, the writer stressed the absolute need for establishing a faculty for post graduate studies.

In the opinion of the writer, the Faculty's Regulation should deal with its affiliation, teaching body, conditions for admission of students, system of studies, Departments, financial possibilities and how to provide them and equipment.

He emphasized the need for a library rich in reference books and periodicals and even suggested the creation of a section within the faculty for translating academic reference books from any language into Arabic for the benefit of students.

Concluding his article, the writer said this faculty should be entirely devoted to research work, academic studies and scientific dissertations, all written in Arabic.

PRE-PRIMARY SCHOOL EDUCATION

80. Fuad, 'Afaf, "Kindergarten", (Riyadh Al-Atfaal), A.R.E., National Council for Education, Scientific Research and Technology (NCESRT), "Preliminary Report on Some Earlier Experiments and Projects in the History of Education in Egypt", (Taqreer Mabdaei 'an ba'd Al-Tajarib Wal-Mashrou'aat Al-Sabiqah fi Tareekh Al-Ta'leem fi Misr), Cairo, 1978, 12 stencil pages.

The article began with a talk on pre-primary school education and underlined the importance of this stage, its place in the educational ladder, its significance as a period of physical and mental growth and the past experience acquired and experiments undertaken by Egypt in child upbringing.

The writer went on to deal with the beginnings, progress and characteristics of kindergarten in Egypt, then dealt with nurseries, explaining their concept, background and present status. She also described the role played by international organizations in extending care to nurseries.

Concluding her article, the writer reviewed Egypt's endeavours in promoting nurseries, mentioning in this respect the role of the Ministry of Education and NCESRT.

PRIMARY SCHOOL TEACHERS

Qualification of

81. A.R.E., Legislations, Laws, Regulations ... etc., "Circular No. 23 Dated June 15, 1978 in Connection with the Admission of Students in the Complementary Studies for Academic and Educational Qualification in Men and Women Teacher Training Colleges", Cairo, Cabinet of the First Undersecretary of the Ministry of Education for Primary Education and Teacher Training Colleges, Ministry of Education, 1978, one stencil page.

The Circular stated in its introduction that some Directorates of Education and teacher training colleges make the mistake of admitting students to courses intended for completing their academic and educational qualification in teacher training colleges while they do not fulfill the prerequisites for admission.

After stating that such mistakes result in their eventual deprivation from entering diploma examinations, the Circular stressed the responsibility of teacher training colleges in complying with the pertinent Ministerial Resolutions.

The Circular ended with an indication of the date of its enforcement and implementation.

82. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 93 Dated April 24, 1978 Stipulating Certain Rules for the Further Academic and Educational Qualification of Primary School Teachers, Headmasters and Inspectors", Cairo, Cabinet of the Minister, Ministry of Education, 1978, 3 stencil pages.

This Resolution consists of six articles.

The first article enumerates the categories of primary school teachers who are entitled to complete their academic and educational qualification.

Articles 2, 3, 4 and 5 set forth the respective conditions for enrollment in these studies by the following categories: employees seconded to jobs other than teaching, teachers returning from a loaning assignment, mistresses holding feminine secondary school diplomas from teacher training colleges (branches of musical and art education and nursery) and graduates of teacher training schools and institutes who joined them before Ministerial Resolution No. 75 of 1963 was issued.

The sixth and last article deals with the publication of the Resolution and specifies the date of its coming into force.

PRIVATE TUTORING

83. 'Abdu, Faika, "Save Us from Private Tutoring", (Rahmatan min Al-Durus Al-Khususiyyah), "Al-Ahram" newspaper, 104th year, Issue No. 33358, Cairo, (April 10, 1978), p 2.

Commenting on a press report to the effect that mosques would assume the task of giving private tutoring to pupils free of charge, whether pupils are enrolled in the primary stage or in the preparatory and secondary stages, the writer said that both pupils and parents were relieved to read this press report, adding that the widespread phenomenon of private tutoring would be seriously checked if this plan is carried out.

The writer went on to describe how private tutoring has resulted in overburdening students mentally and physically and overtaxed parents financially.

Concluding her article, the writer said if all schools and mosques adopt the system of study groups, this would do away with the need for private tutoring and would have a healthy effect on pupils and parents alike.

84. 'Awad, Nashaat Loutfi, "The Origin of Private Tutoring", (Asl Al-Hikayah fil-Durus Al-Khususiyyah), "Al-Ahram" newspaper, 104th year, Issue No. 33376, Cairo, (April 28, 1978), p 13.

After summing up all commentaries published in the Egyptian press on private tutoring and reviewing the charges brought against teachers holding responsible for the spread of this phenomenon, the writer attributed the causes of this widespread problem to two factors, namely, the students' negligence in studying their lessons in the course of the school year and the appointment of a large number of unqualified persons as teachers in schools.

In the opinion of the writer, the problem of private tutoring could be done away with through the following steps: dismissal of the unqualified teachers, generating parents' interest in inducing their children to keep studying their lessons all through the year and changing the existing systems of examination and curricula.

Concluding his article, the writer cautioned against any generalization, saying there are many honest teachers who refuse to give private tutoring, nevertheless, they were attacked in the press campaign along with all other teachers.

85. Tadros, Halim Farid, "The Problem and the Solution. Private Tutoring, a Problem for the Masses", (Al-Mushkilah Wal-Hall fil-Durus Al-Khususiyyah; Qadiyyah Jamahiriyyah), "Al-Ahram" newspaper, 104th year, Issue No. 33377, Cairo, (April 29, 1978), p 6.

At the beginning of his article, the writer reviewed the developments through which private tutoring has passed until it became a general phenomenon. He indicated the share of the Ministry of Education, parents and teachers in bringing about this widespread problem.

After explaining the points of view of the Ministry of Education and parents, the writer said that private tutoring is attributable to several factors including the overcrowdedness of classrooms, the poor quality of text books and the system of admission established for graduate education.

He went on to review the methods whereby private tutoring may be prevented and showed the advantages of getting rid of this problem once and for all, saying that all students should have equal

opportunities, discipline in schools should be maintained and teachers should devote all their attention to their students in classrooms and not outside them.

In conclusion the writer said: if it is difficult to ban private tutoring, it should at least be organized through the issuance of a special Regulation governing it and hold teachers accountable, taxwise, for their actual income from private tutoring.

Higher Education

86. 'Abdul Aziz, Ahmed, "Private Tutoring is not the Problem. Why don't we Search for the Roots and Deal with them? An Educational Vision", (Al-Durus Al-Khususiyyah laysat Al-Mushkilah; Falimaza la Nabhath 'an Al-Juzur Wa-Nu'alijaha? Ru'yah Ta'leemiyyah), "Al-Ahram" newspaper, (Cairo), 104th year, Issue No. 33401, (May 23, 1978), p 3.

After indicating how family budgets are affected by public tutoring depending on the different stages of education, the writer said that this educational practice is found in every country but its aim in Egypt is different from that in other countries.

The writer then reviewed the outcome of a statistical survey he undertook among students of the faculty of medicine to determine the rate of students receiving private tutoring and the type of such students and to find out how private tutoring is affected by curricula, examinations, imitation, memorization and lack of adequate educational aids.

For the solution of the problem of private tutoring, the writer suggested that the present system of education be reformed, a larger number of demonstrators appointed, free distribution of reference books among students and development of the system of admission in universities.

Concluding his article the writer said that the necessary funds required for carrying out his suggestions could be obtained from the collection of tuition fees from all students, save the poor and distinguished students, and from the expatriate students admitted in Egyptian universities.

87. El-Timawi, 'Issa, "The P;roblem of Private Tutoring Finds a Solution", (Mushkilat Al-Durus Al-Khususiyyah Tajidu Hallan), "Al-Ahram" newspaper, 104th year, Issue No. 33366, Cairo, (April 18, 1978), p 9.

Following an introduction on the heavy burden assumed by the family budget for providing private tutoring to their children and after saying that parents are keen on providing this type of service to their children even during summer holidays, the writer described an experiment undertaken by El-Nasr School of Heliopolis to put an end to this problem.

In an interview with the School Principal he explained that students were organized in groups, each group assigned to a teacher who teaches them outside school hours a certain number of periods per month. This service benefits students enrolled in the three stages of education (primary, preparatory and secondary).

The writer then interviewed the Headmaster, a teacher of mathematics and the Director of Education in Heliopolis, all of whom complimented this system, saying that parents of students taking part in these groups pay a symbolic fee. Some other groups are taught free of charge in the schools belonging to Heliopolis Directorate of Education.

Concluding his article, the writer described the manner in which this system of groups work, the type of teachers engaged in them and the inspectors supervising them. He also showed how the phenomenon of private tutoring has been checked as a result of this system.

PUPILS

Admission - Preparatory Schools - Statistics

88. "Status of Admission in the Preparatory Stage of Education", (Mawqif Al-Qabul Bil-Marhalah Al-I'dadiyyah), "News of National Specialized Councils", (Akhbar Al-Majalis Al-Qawmiyyah Al-Mutakhasisah), Issue No. 4, (June 1978), pp 15-24.

This section deals with admission in the preparatory stage of education and shows how the rise or fall in the number of pupils succeeding in the primary education examinations affects admission in the subsequent stage.

Six statistical tables follow. They present the number of pupils who obtained their primary certificate from their schools and their rate to pupils enrolled in the sixth form during the last ten years, the total number of holders of the primary education certificate during the last ten years 1967/68-1976/77, the number of boys admitted in preparatory education and their rate to holders of the primary education certificate during the last ten years and the number of pupils admitted in the preparatory stage and their rate to pupils in the sixth form primary during the last ten years.

A diagram is appended to show the progress in the number of pupils admitted in preparatory education in the last ten years.

Admission - Primary Schools - Statistics

89. "Status of Admission in the Primary Stage of Education", (Mawqif Al-Qabul Bil-Marhalah Al-Ibtidaiyyah), "News of National Specialized Councils", (Akhbar Al-Majalis Al-Qawmiyyah Al-Mutakhasisah), (Cairo), Issue No. 4, (June 1978), pp 4-14.

This section deals with admission in the primary stage in the period 1967/1968-1977/1978 and reviews some remarks about the rise or fall of the admission rate in some years. It also deals with the problem of dropouts and how it affects the educational process in the primary stage.

Seven statistical tables then follow. These give the number of children of admission age in the primary stage during the last ten years (1967/68-1976/77), the total number of pupils enrolled in the first year primary and their rate to pupils of admission age during the last ten years, the number of boys enrolled in the first year primary and their rate to the children of admission age during the last ten years, the number of girls admitted in the first year primary and their rate to girls of admission age during the last ten years, the total number of holders of the primary education certificate who have reached the sixth form and who were enrolled in the first year primary between 1967/68 and 1977/78 and the total number of boys who received their primary certificate and their rate to those enrolled in the first year primary. A further table shows the total number of girls receiving their primary certificate and their rate to girls enrolled in the first year primary during the same period.

A diagram is appended showing the progress of admission in primary education in the last ten years.

Admission - Secondary Schools - Statistics

90. "Status of Admission in the Secondary Stage", (Mawqif Al-Qabul Bil-Marhalah Al-Thanawiyyah), "News of the National Specialized Councils", (Akhbar Al-Majalis Al-Qawmiyyah Al-Mutakhasisah), Cairo, (June 1978), pp 25-41.

This section deals with the status of admission in the secondary stage of education, whether in the general branch or the technical (commercial, agricultural and industrial) branch and also in men and women teacher training colleges. Some observations are made about the reasons for the rise or drop in the rate of admission in each branch during the last ten years (1967/68-1976/77) covered by this study.

Six statistical tables illustrate the development in the number of holders of the preparatory certificate during the last ten years, the number of admissions in the secondary stage and their rate to holders of the preparatory certificate, the number of admissions in the general secondary education and their rate to those holders of the preparatory certificate distributed between the governmental and non-subsidized private sectors according to sex, the number of pupils admitted in the technical secondary education with all its types and the rate to holders of the preparatory certificate divided according to type of education and sex, the number of pupils admitted in commercial secondary education and their rate to holders of the preparatory certificate divided between the governmental and non-subsidized private sectors and according to sex.

The sixth and last table gives statistics of the number of students admitted in teacher training colleges divided according to sex and their rate to holders of the preparatory certificate.

A diagram indicates the numbers of pupils admitted in the general and technical education in the last ten years.

Evaluation - Primary Schools

91. A.R.E., Legislations, Laws, Regulations ... etc., "Circular No. 12 Dated April 6, 1978 in Connection with the Disciplinary Measures Controlling Application for Primary Certificate Examination", Cairo, Cabinet of the Deputy Minister, Ministry of Education, 1978, one stencil page.

Following a review of the reasons justifying the issuance of this Circular, it made reference to the pertinent Ministerial Resolution, then enumerated the conditions to be observed in students sitting for Primary Certificate examination and mentioned the categories permitted to apply for such examinations and the minimum age of applicant.

The Circular pointed to the consequences of violating its contents, whether by the Directorates of Education or by schools or by the students themselves.

RELIGIOUS EDUCATION

92. 'Abdul Wahhab, Mahmoud, "Religious Vacuum .... How to Treat it?", (Al-Faragh Al-Dini .... Kayfa Nu'alijuhu), "Al-Gumhouriyah" newspaper, Cairo, 25th year, Issue No. 8925, (June 5, 1978), p 5.

The writer began his article with a concise review of the public discussions on the present religious vacuum from which Egyptian youth are suffering, then showed how this vacuum adversely reflects on youth and school children.

He blamed imperialism for this problem, saying that the educational policy laid down by the British Advisor Dunlop when Egypt was under British protection, called for a complete separation of religious education from general education.

The writer went on to say that incorporation of religious education in all stages of general education would create a unified educational system, put an end to the religious vacuum and offset all materialistic philosophies and capitalist trends which ravage the society and influence the rationale of youth

In conclusion, the writer called for the establishment of faculties and post graduate studies exclusive for religious sciences, saying this would contribute to the society's progress and prosperity.

Development

93. 'Abdul Moneim, 'Ezzat, "To Guard against Students' Running Away from Religious Education Courses", (Hatta la Yahrub Al-Talameez min Maddat Al-Tarbiyah Al-Diniyyah), "Al-Ahram" newspaper, 104th year, Issue No. 33376, Cairo, (April 28, 1978), p 11.

After reviewing the new plan desired by the Ministry of Education for teaching religious subjects in schools, the writer explained why pupils run away from the period of religious education, mentioning in this connection that pupils lack religious culture, that curricula are void of any behavioral aspects, that pupils see no good examples set before them and that the teaching of religious subjects is inadequate.

Talking on the Ministry of Education's plans to develop the curricula and teaching methods of religious subjects, the writer said committees have been formed for the purpose of checking and developing religious text books. He explained how these committees are constituted and mentioned the highlights of the new religious text books intended for use as of 1978/79. He also added that new teaching methods would be applied to make religion more interesting to pupils.

Concluding his article, the writer said that training sessions for teachers and inspectors of religious courses will be organized by the Ministry of Education before school year starts.

Mosque's Role

94. El-Sawi, Amina, "Mosque is a School to which Children Should be Ushered", (Al-Masjid Madrasah, Wajjihou Al-Atfaal ilayhi), "Al-Akhbar" newspaper, 20th year, Issue No. 8053, Cairo, (April 7, 1978), p 5.

After dealing with the role of both the family and the school in child upbringing, the writer dealt with adolescence, described its main features and said that in this critical period, adolescents are in bad need of the assistance of all those around them.

The writer went on to stress the importance of religious atmosphere and of developing in children the habit of going to mosque from a very early age. The mosque would take care of the child's moral upbringing and help him overcome the problems of adolscence, once this stage is reached, the writer added.

A comparison was drawn between youth in our times and in the past, only to prove that the mosque was more influential in building up the character of the individual, serving in this capacity as a school for Muslims.

Concluding her article, the writer explained that the mosque would help in the Islamic and civic education of children and would fill the religious vacuum from which the youth are suffering.

Youth

95. Sha'ban, Hamed, "Mosque, Youth and Summer", (Al-Masjid, Wal-Shabab Wal-Saif), "Al-Akhbar" newspaper, (Cairo), 26th year, Issue No. 8077, (May 5, 1978), p 3.

At the beginning of his article, the writer said that youth are now developing new interests among which is their new interest in religion and Islamic education.

He went on to explain the role of the Ministry of Waqfs (Religious Endowments) and its mosques in promoting these interests. Summer vacations offer mosques a vital opportunity to exploit these interests, the writer said. Through maintaining a link between youth and mosques, Egyptian youngmen could take part in backing national action, fighting illiteracy, realizing social development, spreading cultural awareness, familiarize youngsters with the relation between religious principles and the realization of the aspirations of masses and direct youth to fruitful research.

Mosques should be encouraged to play this role through organizing contests and presenting prizes, the writer said in conclusion.

SCHOOL PLANS

Library Period

96. Kazem, Medhat, "The Library Period", (Hissat Al-Maktabah), "Sahifat Al-Maktabah", (Library Magazine), 10th year, Issue No. 2, (April 1978), pp 67-74.

At the beginning of his article, the writer explained the concept of education and showed how it influences the individual's growth. He

then dealt with the library period, showing how it helps education in performing its duty in developing the individual's mental abilities. He also described the methods whereby the library period could be utilized for the good of pupils.

The writer went on to explain the specific task of each of the teacher, school principal, headmaster, inspector, student and librarian in making maximum use of the library period.

After describing the manner in which this period could be arranged, the writer mentioned a variety of activities which fit in the library period, such as: reading, whether free reading or directed reading, learning how to use the library, engaging in panels, debates, symposia and lectures, relating interesting stories about books or about the history of libraries, summarizing books and studying part of the curricula in the library.

SCIENCES

Teaching Methods

97. Kazem, Ma'soumah, "Development of Mental Abilities through the Study of Sciences and Mathematics", (Tanmiyat Al-Qudraat Al-'Aqliyyah min khilal Dirasat Al-'Ulum Wal-Riyadiyyat), by Ma'soumah Kazem and Fuad Qeladah, "Sahifat Al-Maktabah", (Library Magazine), 10th year, Issue No. 2, (June 1978), pp 25-44.

The writer started with an introduction in which he gave an explanation of the meaning of mental abilities.

Special emphasis is laid by the writers on the utilization of mental abilities and faculties in studying sciences and mathematics.

After describing the pyramid order of mental abilities, beginning with the simple down to the more complex, they showed how beneficial such pyramid would be to a teacher bent on developing the pupil's mental abilities.

The writers went on to deal with the mental abilities employed in learning sciences and mathematics, saying that in both subjects, similar abilities are useful.

After explaining the nature of induction and deduction in sciences and mathematics and the characteristic features of the proof

structure of any theory, she emphasized the need for using the problem-solving method in studying sciences and mathematics, saying that this method is instrumental in employing the highest level of the individual's mental abilities.

SECONDARY SCHOOLS

Development

98. Khaki, Ahmed, "Development of Secondary School Systems and Examinations", (Fi Tatweer Al-Madrasah Al-Thanawiyyah, Nuzumuha Wa-Imtihanatuha), A.R.E., National Council for Education, Scientific Research and Technology (NCESRT), "Preliminary Report on Some Earlier Experiments and Projects in the History of Education in Egypt", (Taqreer Mabdaei 'an ba'd Al-Tajarib Wal-Mashrou'aat Al-Sabiqah fi Tareekh Al-Ta'leem fi Misr), Cairo, 1978, 15 stencil pages.

Following a review of the principles on which educators base their planning for secondary schools, the writer critically analysed the system of education being adopted in Egypt, indicating the basis for his criticism.

Two important factors in developing secondary education were underscored by the writer for insuring a deeper and more effective education, namely: to obtain first hand experience and to open the door for a wider selection of courses.

Talking on those secondary schools which offer a variety of fields, the writer explained how their courses are developed, called for an expansion of selective fields and mentioned the determining factors in the implementation of this system.

Dealing with the experiment of language schools put to practice between 1957 and 1966, the writer mentioned the circumstances in which they were established and the arguments advanced in their support or opposition, adding that this experiment should be taken into consideration when secondary schools are developed into schools offering a variety of fields.

Concluding his article, the writer made some recommendations which, in his opinion, should be taken into consideration at the time of developing education in general and secondary education in particular in Egypt.

SPECIAL EDUCATION

The Deaf - Education Systems

99. Mohamed, Ahmed Sami, "Education of the Deaf and those with Defective Hearing", (Ta'leem Al-Summ Wa-Di'aaf Al-Sam'), "Al-Rayed", magazine of teachers, 23rd year, Issue No. 2, Cairo, (June 1978), pp 19-21.

After explaining the importance of language teaching to the deaf and those with defective hearing, the writer explained the methods of teaching used in teaching both the normal child and the child suffering from deafness or feebleness of hearing, indicating how difficult it would be to teach the latter category.

The writer went on to explain the wisdom of establishing special schools for teaching children with hearing defects, mentioning the conditions to be fulfilled in applicants for enrollment in these schools.

He described the system of education, the different classes, the duration of education in the primary and preparatory stages, the curricula taught in each stage, the text books used, the equipment and tools utilized and all other pertinent information.

The writer concluded his article with a critical analysis of the system followed in these schools, advancing some suggestions for promoting the educational mission of these special schools.

STATISTICS

Graduates of Various Educational Stages

100. "Graduates from Various Educational Stages during Last Ten Years", (Al-Khirrijoun min Mukhtalaf Al-Marahel Al-Ta'leemiyyah fil-Sanawaat Al-'Ashr Al-Akhirah), "News of the National Specialized Councils", (Akhbar Al-Majalis Al-Qawmiyyah Al-Mutakhasisah), Issue No. 4, (June 1978), pp 42-76.

Following a definition of the word "graduates" and an indication of the aims intended from the preparation of this study, the authors reviewed the various factors which influence the rise and drop in the number of graduates.

A detailed expose is made of the number of graduates from each of the general and technical educational stages during the last ten years, indicating the development in the number of graduates from the primary stage, the preparatory level and the status of graduates from the general and technical secondary education (i.e. the technical includes agricultural, commercial and industrial). The progress in graduates of teacher training colleges for men and women is also indicated.

Twenty seven statistical tables are annexed to the study, and, for convenience, are assembled in groups, each group dealing with the graduates of one of the afore-mentioned stages (both boys and girls) during the period 1967/68-1976/77. These statistics reveal the progress in the number of boys as compared to the total number of girls holding the same certificate. Finally they include a proportional distribution of the holders of each certificate, classified according to the total categories in the same period.

STUDENTS

Absence

101. Ibrahim, 'Adel, "Why do Pupils Run Away from their Schools in March and April of Each Year?", (Limaza Yahrub Al-Talameez min Madarisihim Khilal Mares Wa-April min Kull 'Aam?), "Al-Ahram" newspaper, 104th year, Issue No. 33351, (Cairo), April 3, 1978, p 14.

The writer began his article with a comparison between the length of the Egyptian school year and that in other countries. He counted the number of weeks in a single school year, the number of official, religious and national holidays and, in addition, the systematic absence of students during the last three months of the academic year.

Interviewing the Deputy Minister of Education on the problem of student absence, the Deputy related the causes for such phenomenon and remarked that the rate of absence in technical, preparatory and primary schools is lower than that in secondary schools. He made some suggestions for doing away with this phenomenon in general secondary schools.

He also interviewed the President of the Teachers Association who underlined the teacher's duty in this respect, saying that the

problem of absence is attributable to the phenomenon of widespread private tutoring.

Further interviews were made with the Undersecretary of the Ministry of Education and several secondary school headmasters who gave their views on the problem of absence and suggested solutions for putting an end to it.

102. Ibrahim, 'Adel, "The Phenomenon of Running Away from Schools", (Zahirat Hurub Al-Talameez min Al-Madares), "Al-Ahram" newspaper, (Cairo), 104th year, Issue No. 33358, (April 10, 1978), p 14.

Following an introduction on the phenomenon of students absence at the end of the school year, the writer said this phenomenon is now widespread owing to the students needs to get ready for the public examinations.

He then quoted the Minister of Education's views on this problem and the measures suggested for handling it. In the opinion of the Minister, the following measures should be taken: schools should provide a favourable academic and psychological atmosphere for students; serious steps should be taken to follow up each case of absence; teachers engaged in teaching pupils in strengthening classes organized by schools should receive more remunerative pay and schedules for revising curricula should be properly organized.

Two successful experiments in Giza Educational Directorate for overcoming the problem of absence were reported by the writer. One was undertaken by El-Sai'diyyah Secondary School and the other by La Rose de Lisieux.

103. Hamed, Kamal, "The Seasonal Phenomenon Recurs: Absenteeism of Pupils at the End of the Year", (Al-Zahirah Al-Mawsimiyyah Tatakarrar: Taghayyub Al-Talameez Akher Al-Sanah), "Al-Ahram" newspaper, 104th year, Issue No. 33372, (April 24, 1978), p 9.

Following a review of the number of pupils attending school at the end of the year and the number of periods they attend per day, the writer dealt with the factors which prompt pupils to abstain from school. According to the writer, these factors are triple: 1) that students prefer to study at home and resort to private tutoring.

2) that teachers make a point of finishing the curricula before the end of the year and give no attention to revision, apart from the fact that they are busy with final examinations and private tutoring.
3) that the school itself does not keep record of absences at the end of the school year, and most schools do not attempt to reduce the number of periods at the close of the school year.

The writer then advanced certain suggestions deemed practical for putting an end to the problem of abstaining. These suggestions call for strict compliance with laws and regulations in force, supervision by inspectors of schools, spreading out the curricula over all the months of the school year and involving senior teachers in a general revision of courses with pupils in the school.

The writer concluded his article with further suggestions conducive to the solution of the problem of private tutoring.

Activities

104. Al-Azhari, Ibrahim, "Students Campaigning for Reconstruction", (Al-Zahf Al-Tullabi nahw Al-Ta'meer), "Al-Gumhouriyah" newspaper, (Cairo), 25th year, Issue No. 8909, (May 20, 1978), p 5.

At the beginning of his article, the writer underscored the problem of desert encroaching on agricultural land in Egypt, pointing to the Government's concern over this serious problem.

The writer went on to say that students' movements have a duty in this respect. The various branches of specialized subjects in universities could provide the required help in reconstruction projects. Students groupings, such as rovers, labour camps and athletic, cultural and technical committees could be made use of in tackling this and other similar problems.

He pointed to the need for establishing a measure of cooperation between the various governmental bodies responsible for tourism, housing and transportation and students association so as to provide the necessary transportation, catering and equipment needed by students to go ahead with reconstruction work.

Concluding his article, the writer said that in participating in reconstruction undertakings, students make good use of their leisure time in summer holidays and make a profitable contribution to their country.

Admission - Experimental Technical Schools

105. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 88 Dated April 20, 1978 in Connection with the Regulations Governing Admission in the 5-Year System Technical Experimental Schools of the Three Types (Commercial, Agricultural and Industrial)", Cairo, Cabinet of the Minister, Ministry of Education, 1978, 7 stencil pages.

This Resolution consists of eight articles and an appendix.

Article 1 determines the duration of study in these schools while the second article lays down the conditions for admission.

Article 3 sets forth the conditions for admission in the first year of the various types of these schools.

The fourth article specifies the percentage of students admitted in the school from among the sons of the respective Governorate and those coming from other Governorates.

Article 5 prescribes the procedure for applying for admission while Articles 6 and 7 specify the dates of registration and school opening.

The eighth and last article deals with the publication of the Resolution in the Official Gazette and the date of its coming into force.

The attached appendix sets forth the requirements of medical fitness to be met by each student at the time of applying for enrollment in these schools.

Evaluation

106. Al-Lakani, Farouk Abdul Hamid, "Education and Conduct Adjustment", (Al-Tarbiyah Wa-Ta'deel Al-Suluk), "Sahifat Al-Maktabah", (Library magazine), Cairo, 10th year, Issue No. 2, (April 1978), pp 45-56.

Following an introduction on the impact of certificates (or report cards) on the pupils' future, the writer said that any evaluation of education must center around scholastic achievement.

Moving to educational aims, the writer questioned the feasability of the existing system of student evaluation for measuring the desired educational aims.

He then reviewed the education's responsibility for the change undergone by the Egyptian society, dealing with the educators' task in re-educating the society and bringing about a change in its conduct.

According to the writer, the areas in which any effort aimed at changing conduct should be focused are: teacher training colleges and institutes, classrooms, the system of student evaluation and education as a means of developing ideal fatherhood and motherhood.

In conclusion, he reviewed the material aspects required in any decent life, as a prerequisite for effecting any change and checking any deviation on the part of individuals.

External Enrollment - University Education

107. El-Sebaei, Labib, "External Students: A University Issue", (Al-Intisaab: Qadiyyah Jami'iyyah), "Al-Ahram Al-Iqtisadi" magazine, Cairo, Issue No. 543, (April 1, 1978), pp 42-43.

The writer began his article with a description of the present system of external students applied by Egyptian universities, then showed how this system affects the policy of admission in universities.

He then interviewed the President of Cairo University on this system, substantiating the President's views with the fact that the number of external students is constantly growing one year after another. He gave the reasons for such growth.

Suggestions advanced by the President of Cairo University for developing the system of external students in universities call for holding periodical evening meetings between faculty teaching-staff and external students, establishment of a system whereby external students could have access to lectures and notebooks, requiring external students to prepare periodical term papers on topics assigned by Faculties' Councils and restricting external enrollment to working individuals.

The writer concluded his article saying that the suggestions advanced by the President of Cairo University should be carried out in order

that the problems of external enrollment may be overcome and the growing number of students enrolled in it may be checked.

TEACHERS

Azhari Institutes - Filling of Gaps

108. Barakat, 'Abdul Hamid, "Gaps in the Teaching Bodies of Azhari Institutes", (Al-'Ajz fi Hayaat Tadrees Al-Ma'ahid Al-Azhariyyah), "Al-Ahram" newspaper, 104th year, Issue No. 33357, (Cairo), (April 9, 1978), p 11.

Following an introduction on the characteristic features of Azhari institutes traditionally known since they were established as centers of linguistic and religious studies, the writer said that the abrupt transformation of these institutes into secular schools, the improvised changes in curricula with no prior planning and the introduction of cultural and scientific subjects have resulted in an acute shortage in teachers of non-religious subjects.

After describing the extent of harm befalling students of Azhari institutes and eventually reflected in their university education as a consequence of this problem, the writer concluded by suggesting solutions for this problem.

Conditions

109. El-Tayyeb, Mohamed 'Abdul Zaher, "Keep Hands off Teachers", (Irfa'ou Aydikum 'an Al-Mu'allim), "Al-Gumhouriyah" newspaper, 25th year, Issue No. 8906, Cairo, (May 17, 1978), p 5.

After referring to the press campaigns waged against teachers and mentioning their causes, the writer focused on the difficulties which a new teacher faces when he works in villages, rural localities and remote and isolated areas, pointing in this respect to the difficulty of finding a house and the hardships of work whether in school during school day or in the preparation of lessons after school day is over. He assimilated the conditions under which the teacher performs his duties to those of his forefathers who dug the Suez Canal.

The writer went on to explain that overcrowdedness of classrooms, inadequate school possibilities, the entire system of education

and examinations and the eventual race on securing places in university education have all resulted in widespread private tutoring. The teacher is not to blame for such circumstances, the writer added.

Concluding his article, he said that undermining the teacher's reputation would only have the double effect of demoralization at work and loss of respect on the part of pupils. The problem of private tutoring needs to be surveyed to determine its causes and devise proper solutions for them, the writer said.

Hopes

110. Radwan, Mohamed Mahmoud, "Teachers' Hopes; What has been Realized after the Rectification Revolution", (Amaal Al-Mu'allimeen wa-ma Tahaqqaqa minha ba'd Thawrat Al-Tasheeh), "Al-Rayed", magazine of teachers, 23rd year, Issue No. 2, Cairo, (June 1978), pp 1-2.

Following a review of some of the accomplishments realized in the field of education under the umbrella of the Rectification Revolution, the writer underscored the role of teachers in the building of man and described the injustices to which they were exposed before the Rectification Revolution.

The writer went on to mention the steps taken to give teachers their rights saying that the laws which treated the problem of freezing for too long in one job has been beneficial to many teachers who lagged behind in the salary scale and who were promoted to higher steps in the ladder after the issuance of these laws. He drew a comparison between the number of senior jobs in the Ministry of Education before and after these laws as an evidence of their favourable outcome.

He said, however, that teachers still have unrealized demands. These include the establishment of a nature of work allowance, the equation of foreign diplomas with corresponding local certificates and the rectification of the case of highly qualified teachers holding university and higher qualifications.

Concluding his article, the writer said that the grant of these demands would have a favourable effect on teachers' morale and would reflect on their performance.

Loaning of

111. 'Abdul 'Aal, Ahmed, "Rules Governing the Loaning of Teachers Should be Changed", (Qawa'id I'arat Al-Mudarriseen Yajib an Tataghayyar), "Al-Gumhouriyah" newspaper, (Cairo), 25th year, Issue No. 8930, (June 10, 1978), p 5.

After explaining the evils of the present system of loaning teachers to foreign countries (mainly Arab and African) the writer said that the rules observed in arranging candidates in order are contrary to the principle of equal opportunity and to the Civil Servants Law.

The writer went on to draw a comparison between the Ministerial Resolution governing foreign loaning and the regulations governing promotions and raises, showing to what extent equality in opportunities is observed in them.

In the opinion of the writer, the proper method for arranging candidates in order is to give due consideration to efficiency and seniority in the field of specialization. In this manner, the best elements would be chosen for foreign loaning, and Egypt's reputation in foreign countries would be preserved.

Tasks

112. Zaki, Nabil, "Education: A Duty and A Virtue", (Al-Ta'leem Faridah Wa-Fadilah), "Al-Akhbar" newspaper, vol. 26, Issue No. 8085, (May 15, 1978), p 14.

At the beginning of his article, the writer summarized two messages he had received, one from the President of the Teachers' Association who explained the heavy tasks borne by teachers and the difficult circumstances in which they perform their duties and the other from a teacher who blamed free education for all the problems from which education is now suffering in Egypt.

Commenting on the latter message; the writer related the stages through which the demand for free education has gone during the current century, then said that free education is to be credited for the appearance of men with rare talent and for the laying down of the foundations of democracy.

Commenting on the salaries received by teachers, the writer said they are not consistent with the heavy responsibilities shouldered

by them. Concluding, the writer said improvement of teachers' conditions is of capital importance to the educational progress of Egypt.

TECHNICAL SCHOOLS

Establishment

113. A.R.E., Legislations, Laws and Regulations ... etc., "Ministerial Resolution No. 91 of April 20, 1978 in Connection with the Establishment of a Secondary School for Decorative Art and Architecture for Boys in Qena (Following the 3-Year System)", Cairo, Cabinet of the Minister, Ministry of Education, 1978, 2 stencil pages.

This Resolution consists of five articles.

Article 1 specifies the school's location and denomination.

The second article mentions the industries catered for by the school and describes how to tackle them.

Article 3 defines the pertinent Law which applies to this school and its students.

The fourth article fixes the date on which the school opens while the fifth and last provides for the publication of the Resolution and specifies the date of its coming into force.

TEXT BOOKS

114. Mahmoud, Hafez, "The Problem of Text Books", (Qadiyyat Al-Kitab Al-Madrasi), "Al-Gumhouriyah" newspaper, Cairo, 25th year, Issue No. 8946, (June 26, 1978), p 5.

After hailing the Minister of Education's attitude in responding to any matter raised by the press and issuing the pertinent instructions to overcome educational problems for the benefit of the masses, the writer brought up the problem of school text books and the danger represented in the auxiliary books published by individual agencies to supplement and interpret the governmental text books. The danger lies in the fact that students rely on these

external auxiliary books more than on the ones published by the Ministry of Education, owing to the deficiency of the latter. He explained why parents and students buy these auxiliary books.

The writer went on to deal with the official text books, indicating the requirements for making them more attractive in presentation, more simplified in giving the academic material, free from any pedantic or propaganda material and precise in language.

In conclusion, the writer related the characteristics of a good text book, pointing out that all text books should be equally good before they are selected and distributed among pupils.

VOCATIONAL EDUCATION

History

115. El-Kashef, Mohamed, "Shedding Light on the Historical Background of Transforming Education in Egypt into Practical Education", (Adwaa 'ala Al-Masaar Al-Tarikhi Li-Tatbee' Al-Ta'leem fi Misr Bil-Tabi' Al-'Amali), "Sahifat Al-Tarbiyah", (Magazine of Education), 30th year, Issue No. 3, (June 1978), pp 29-38.

The writer began his article saying that before any attempt is made at raising the standard of education in Egypt and orienting it towards meeting the country's needs and emphasizing practice in education, an effort should be exerted to familiarize oneself with the previous experiments undertaken in this direction.

Eight previous experiments were cited by the writer, namely: the 1880 experiment of opening supplemental classes for environmental education, the 1916 experiment of advanced elementary schools, the 1942 experiment of rural elementary schools, the 1954 experiment of social service consolidated units' schools, the 1953 experiment of advanced primary schools, the 1957 experiment of practical preparatory schools and, lastly, the 1963 experiment of modern preparatory schools possessed with practical fields. The writer explained the circumstances and eventual abandoning of these experiments.

WORLD PEACE

Duties

116. Mansour, Kamel, "The Teacher and World Peace", (Al-Mu'allim Wal-Salam Al-'Aalami), "Al-Rayed", magazine of teachers, 23rd year, Issue No. 2, Cairo, (June 1978), pp 28-29.

Following an introduction on the foundations on which modern civilization is built, the writer indicated the role teachers should play in enhancing this civilization, describing the characteristics of a teacher who is qualified to play such a role.

The writer then said that teachers should be so educated and trained as to have a thorough background of modern sciences, the history and development of knowledge, the theory of evolution advocated by Darwin, being the most important theory in that it helps teachers understand the causes of war and the philosophy of aggression.

He indicated the methods whereby a teacher could contribute to the advancement of the cause of international peace through communicating to his pupils world concepts and ideas and the philosophies preaching cooperation.

Concluding his article, the writer emphasized the need for teachers to advocate cooperation rather than coercion among nations and to refute the harmful theories of Darwin which have had their evil impact on human thought.

YOUTH CARE

117. Shehata, Barsum, "Youth Care", (Ri'ayat Al-Shabab), "Al-Ahram" newspaper, 104th year, Issue No. 33433, (June 24, 1978), p 3.

At the beginning of his article, the writer said that youth are endowed with enormous energies which ought to be exploited for their benefit, especially that they occupy an important position in the present and future of the country.

He emphasized the need for youth to belong to a family where they find warmth and guidance.

Talking on the deviation of youth who revolt against the society and its traditions, the writer explained how this group should be dealt with, stressing in this respect the role of religious men, worship places and information media.

The writer proposed that school libraries and playgrounds be made accessible to students during summer vacations. Public libraries should extend their services to schools and youth gathering places. Journalists and writers should make an effort to meet young men and discuss their problems, thus contributing to the building of sound personalities and good citizens.

Leisure Time - Religious Education

118. 'Ebeid, Mansour El-Rifa'i, "Leisure Time and Religious Guidance to Youth", (Awqaat Al-Faragh Wal-Tawjeeh Al-Dini Lil-Shabab), "Al-Ahram" newspaper, Cairo, 104th year, Issue No. 33418, (June 9, 1978), p 11.

Following an introduction on the importance of youth to the society and nation, the writer quoted relevant sayings from Prophet Mohamed's traditions urging care for youth.

The writer went on to say that students are in need of successful programs to help them spend their leisure time during summer holidays. He insisted that youth should be guided to read the Holy Quraan and study some of its verses as a spiritual cure for the problems from which they are suffering and also to enable them to reply to atheists.

He further urged youth to study Islamic history where they come across intrepid young Muslims who promoted the cause of Islam and resisted all subversive doctrine.

The writer emphasized the role of sporting clubs and youth centers in some schools, saying that proper use should be made of these facilities.

Students wishing to travel abroad should have a chance of frequenting the students camps organized by Youth Machineries where they receive thorough religious education and training on the performance of religious duties in order to guard against their deviation when they go to foreign countries.

119. Butros, Mikhail Kamel, "What do the Radio, Television and Cinema Offer to the Egyptian Youth", (Maza Tuqaddim Al-Iza'ah Wal-Television Wal-Cinema Lil-Shabab Al-Misri), "Al-Ahram" newspaper, (Cairo), 104th year, Issue No. 33400, (May 22, 1978), p 14.

After giving an idea of the kind of programs offered by the mass media and how they influence youth behaviour and social conduct, the writer said that the songs, radio and TV series and TV films only help Egyptian youth to deviate.

Indicating the task of religious machineries in providing solutions for youth problems, the writer said a new approach should be made to teaching religious subjects. The present system of indoctrination leaves no effect in the souls of students after the examinations are over. It is, therefore, necessary to teach the moral missions of prophets, the Khulafa (Prophet Mohamed's Successors) and religious reformers in such an interesting manner as to leave lasting effect on the lives and souls of young men.

Concluding his article, the writer emphasized the need for daily and weekly assembly meetings which would guide students to the solution of their problems. The panels held in universities should be so developed as to make them instrumental in helping students find solutions to their problems.

LIST OF AUTHORS

'Abbud, 'A.G. 15
'Abdu, F. 83
'Abdul 'Aal, A. 111
'Abdul 'Aziz, A. 41, 86
'Abdul Kader, M.M. 43
'Abdul Moneim, 'E. 93
'Abdul Wahhab, M. 92
Al-Azhari, I. 104
Al-Lakani, F.A.H. 44, 106
Al-Shaikh, R. 24
'Ammar, E.S.M. 55
'Aref, M. 9, 36, 47, 50, 52, 56
'Atallah, S. 14
'Awad, N.L. 84

Barakat, 'A.H. 108
Baridi, M.H. 54
Butros, M.K. 119

'Ebeid, M.E.R. 118
El-Demlawi, 'A.M. 42
El-Diwani, K.M. 35
El-Kadi, M. 79
El-Kashef, M. 115
El-Messiri, M.F. 29
El-Naggar, H.F. 11
El-Qonn, M.I. 40
El-Sawi, A. 94
El-Sebaei, L. 23, 25, 46, 51, 59, 107
El-Shal, M.E.N. 1
El-Sharmbabli, M. 32
El-Tayyeb, M.'A.Z. 109
El-Timawi, 'I. 87
'Eweis, M. 7

Farid, 'A.M. 2
Fathallah, S. 63
Fuad, 'A. 80

Hablos, A.'A. 31
Hamed, K. 103
Hammuda, M. 33
Hasheesh, S. 68
Hassan, H.M. 38
Hatem, 'A.K. 12

'Ibrahim, 'A. 101, 102
'Issa, 'A.A. 13

Kassem, 'A.H. 48, 53
Kazem, M. 97
Kazem, M. 96
Khaki, A. 98

Laqusha, R.

Mahmoud, A.H. 8
Mahmoud, H. 30, 34, 114
Mansour, K. 116
Mehrez, Z. 5. 21, 64
Mohamed, A.S. 99
Mohamed, R.T. 10
Moursi, S.B.A. 78

Nasr, M. 26
Nouh, A.A. 69

Qotb, Y.S. 37

Radwan, M.M. 16, 27, 110
Ramadan, 'A.A. 62
Rashed, A. 66

Sabat, K. 39
Soliman, 'A.'A. 22, 45, 60, 61
Sha'ban, H. 95
Shatlah, M.N. 49
Shehata, B. 117

Tadros, H.F. 85

Zaki, N. 112

LIST OF SOURCES

Gihaz Al-Tawtheek Wal-Ma'lumat Al-Tarbawiyah 33 El-Falaki Street, Cairo (Agency of Educational Documentation and Information)	1-7, 12, 14-21, 26-28, 31, 37, 38, 43, 64, 65, 67, 68, 70-78, 80-82, 88-91, 96-100, 105, 106, 110, 113, 115, 116
Maktabat Mouassasat Al-Ahram El-Galaa Street, Cairo (Library of Al-Ahram Establishment)	9-11, 13, 22-25, 29, 30, 32-36, 39-42, 44-63, 66, 69, 79, 83-87, 92-95, 101-104, 107-109, 111, 112, 114, 117-119
Al-Maktabah Al-Kawmiya Bab El-Khalk, Cairo (The National Library)	8